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ABSTRACT

The Multifunctional Resource Center for Bilingual Education at the University of Wisconsin, Madison is a federally funded program of training and technical assistance to schools, programs, and individuals involved in the education of limited-English-proficient (LEP) students. It provides services in six states: Iowa; Michigan; Minnesota; North Dakota; South Dakota; and Wisconsin. The current report details the program's first year of operation, which included 285 training workshops for 7,200 participants, mostly certified teachers. Large numbers of teacher aides and school paraprofessionals and some non-instructional staff also participated. States with a large enrollment of Native Americans received training individualized to the culture. In some cases, particular emphasis was given to integrating educational technology into the regular curriculum for classroom teachers with LEP students. Technical assistance was provided through three major kinds of activity: assistance to project managers for articulating and implementing staff development goals and other matters concerning program development; site visits; and specific projects of state and local education agencies. Coordination of efforts by different groups and agencies was also a significant project activity. (MSE)

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ED 368 159

ANNUAL REPORT

YEAR 1: October 1, 1992 - September 30, 1993
Task 10

Multifunctional Resource Center For Bilingual Education, University of Wisconsin-Madison

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Service Area 6:
Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin

Contract No. T292013001

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Wisconsin Center for Education Research
School of Education, University of Wisconsin-Madison

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Multifunctional Resource Center for
Bilingual Education--University of Wisconsin-Madison

Service Area 6: Iowa, Michigan, Minnesota, North Dakota, South Dakota, Wisconsin

U. S. Department of Education Contract Number T292013001

ANNUAL REPORT

October 1, 1992 - September 30, 1993

(Contract Year 1)

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University of Wisconsin-Madison

September 14, 1993

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Multifunctional Resource Center for Bilingual Education--
University of Wisconsin-Madison
Contract No. T292013001

October 1, 1992 - September 30, 1993

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Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison
Annual Report: October 1, 1992 - September 30, 1993

PART I

EXECUTIVE SUMMARY

The Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison (MRC) is one of sixteen (16) regional resource centers funded under contract with the U. S. Department of Education (ED), through funds provided by the Office of Bilingual Education and Minority Languages Affairs (OBEMLA). The MRC provides training and technical assistance to schools, programs, and individuals who are involved in the education of limited English proficient (LEP) students. Operating under contract number T292013001 since October 1, 1992, the MRC has provided services in the six-state region known as Service Area 6: Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin. Its mission includes the following:

1. To provide training and technical assistance to education personnel and parents participating in or preparing to participate in bilingual education programs or special alternative programs for LEP students.

2. To base training and technical assistance services on research and developing practice which, when broadly construed, have implications for the education of LEP students.

3. To provide national leadership in education technology for LEP students.

4. To coordinate with others funded through the Bilingual Education Act and with those whose efforts, in research and practice, have an impact on the education of LEP students.

5. To incorporate the National Education Goals and strategies in training and technical assistance activities where appropriate.

This is the MRC's first Annual Performance Report under its current contract. This manuscript provides a detailed discussion of the Center's activities during contract Year 1 that began October 1, 1992 and that ended September 30, 1993. During this time, a total of 10,440 professional MRC staff hours have been spent toward the completion of all contracted Tasks including provision of services.

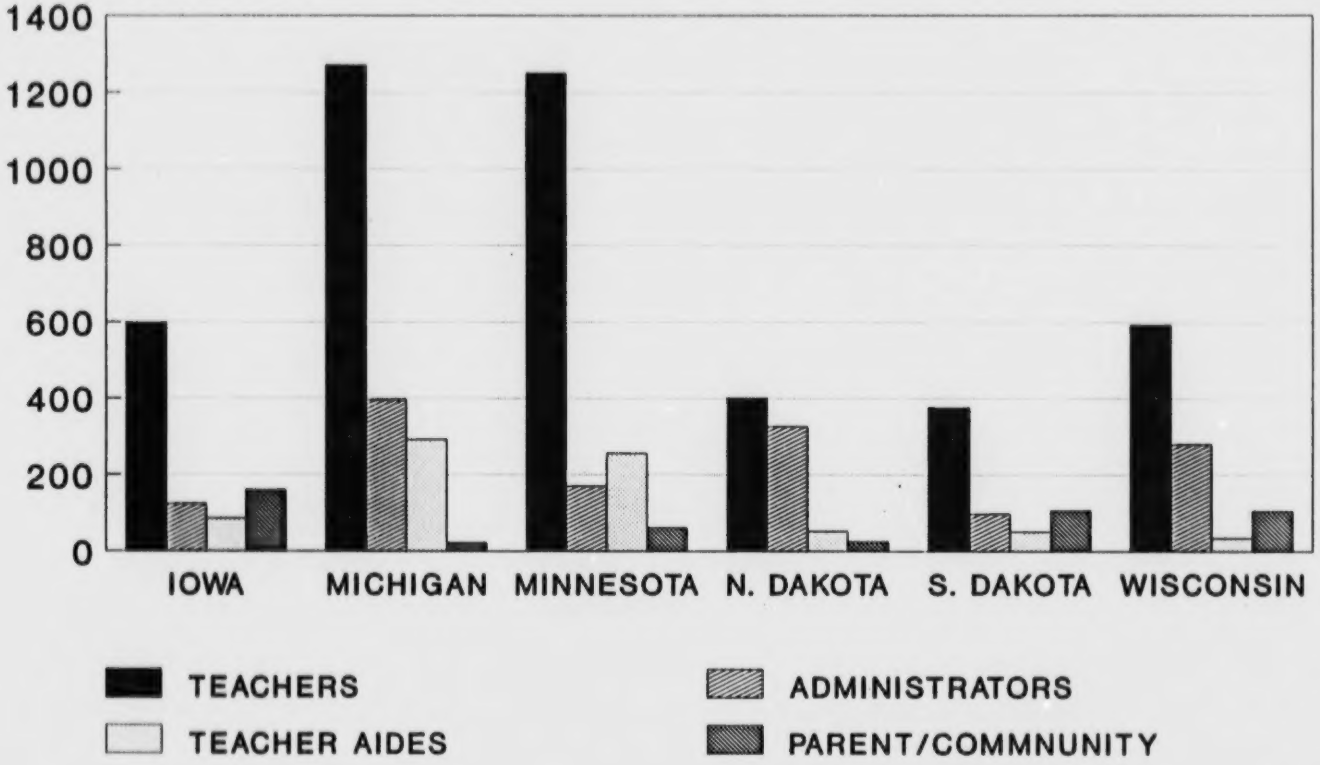
A total of 32,763 client hours have been recorded as directly related to training and technical assistance. Those receiving services were predominantly: teachers (62%), administrators (19%), paraprofessionals (12%), and parent/community members (7%) (See Chart I). Moreover, services were provided to individuals serving all viable ethnolinguistic groups in the service area.

From October 1, 1992 through September 30, 1993 the Center provided 285 training workshops with an enrollment of 7,220 participants. Seventy-nine of these workshops, enrolling 2,077 participants were conducted in Michigan, the state with the service area's largest LEP population which numbered 24,926 during the 1992-1993 school year. Wisconsin, whose LEP student population numbered 15,280, received 44 workshops that enrolled 1,012 participants. Minnesota, with a LEP student population of

CHART I

CLIENT CLASSIFICATION

By State Distribution



15,036 received 56 workshops, enrolling 1,737 participants. Iowa, with an LEP student population of 6,951 students, received 31 workshops enrolling 968 participants. North Dakota was the recipient of 43 workshops for 794 participants, with an LEP enrollment of 9,580. Similarly, South Dakota received 32 workshops in which 632 participants attended, for this state that counts its LEP population as 8,961.

Of the total 7,220 participants for Year 1, the single largest groups were certified teachers (total n = 4,488 or 62%). Certified teachers were the single largest group receiving training in all six states of the service area. However, some by-state variation could be found among the other recipients of services. In Michigan, Minnesota and Wisconsin, large numbers of teacher aides and other paraprofessionals received training. In part, this was due to the importance of teacher aides in providing bilingual instruction in Michigan and Wisconsin. Also, the MRC conducted special institutes for teacher aides in each of those states. In Iowa, on the other hand, relatively large numbers of other, non-teaching staff received training. The states of North Dakota and South Dakota, with a large enrollment of Native American students, received training individualized to their culture. In some cases, language and particular emphasis was given to integrate Educational Technology to the regular curriculum for classroom teachers with LEP enrollments.

All Title VII funded districts in Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin enrolled their staff in at least one MRC training workshop. They represented those districts with the largest numbers of LEP students in the service area, and also, they enrolled LEP students from all of the area's viable ethnolinguistic groups: Arabic, Chaldean, Chinese, Hmong, Lao, Khmer, Ojibwa, Lakota, Dakota, Sioux, Spanish, Thai, and Vietnamese.

Technical assistance took place during one of three major kinds of activities. First, project managers received assistance (either by phone or during a site visit) in articulating and implementing staff development goals and objectives, and in other matters involving program development. Such technical assistance was necessary in order to ensure that staff and program development activities actually matched the needs of the district and of the project's staff. The second, and most frequent occurrence of technical assistance, took place when Center staff visited schools and classrooms as part of their on-site travel to provide workshops and Intensive Field-Based Staff Development. This particular form of technical assistance offered multiple benefits. Teachers felt that their efforts were being validated, that an expert would come, see what they were doing and provide constructive feedback. Moreover, during the workshop sessions, staff could allude to practices they had observed in the classrooms during their visit. Project managers could discuss their program with a friendly professional who could provide advise, who could respond to ideas, and who would validate their own efforts. Finally, MRC staff developed a strong feel for the service area, the scope of its needs, what was happening in classrooms, and how programs actually operate. Thirdly, technical assistance was provided in conjunction with specific projects engaged in by the service area's SEAs or LEAs.

Episodes of individual service activities in SA6 were broadly categorized along three different modes of service provided: a) training (workshops, institutes, seminars, intensive field based training); b) technical assistance (consultation, coordination, planning meetings, dissemination within SA6); and c) coordination/collaboration with other federally funded programs. The latter included outreach workshops that were targeted to potential clients or interested educators who presently deal with an LEP enrollment but who neither have a funded nor structured program for this particular type of student. However, it is proper to indicate that the majority of MRC training activities exhibit an important element of outreach/awareness since they are widely announced throughout the region to clients and non-clients alike. These efforts have brought about a respectable attendance of potential clients to MRC sponsored workshops, institutes and seminars. Hence, the outreach/awareness impact might, in fact, be greater than the one actually reported.

Historically, the Center has targeted its services through two complex structures that we have called "service clusters" and "intensive field-based staff development." The service cluster concept is derived from the fact that longer trips to a single site would often focus on providing training and technical assistance services around a coherent theme - usually, the topic of training. For example, the Center provided ongoing service clusters of training and technical assistance to a group of advanced ESL teachers in the St. Paul Public Schools. The group had been selected by the District to receive leadership training whereby these teachers would begin to act as mentor teachers and provide workshops for other teachers in the District. Additionally, the MRC provided service cluster to the Minneapolis Public Schools who are embarking on an ambitious effort to provide comprehensive, cross-programmatic services. It continued intensive field-based training for Detroit and Dearborn Public School districts.

The Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison attempted to embed current research in its services in two ways. First, the Center's understanding of research literature helped to frame its interactions with various clients. For example, the literature on organizations and change processes demonstrates how important it is for change agents, like the MRC, to gain proper entree into an organization, rather than coming in as uninvited outsiders. Also, based on this literature, the Center recommended that key project stakeholders be involved in program and staff development efforts. Second, the MRC used current research as the content of its training and technical assistance services.

In the Center's area of specialization, education technology for LEP students, the Center engaged in activities in five areas: ongoing synthesis of research through papers and the development of teacher training modules, the stress on education technology in the Center's ongoing services, the sharing of information with other Centers in the Title VII network, the focus on information area during staff exchanges, and ongoing involvement with the professional organizations in education technology. For example, the MRC has shared with other Centers various bibliographies and materials on education technology for LEP students; its staff conducted a workshop on the topic at the MRC Training of Trainers Summer Institute, at the Fall 1992 Regional Workshop (Task 3), state conferences in Iowa, Michigan, Minnesota, North Dakota, South Dakota and Wisconsin; and regional training activities in New Town, Solen, and Bismarck (ND) where other districts participated and where academic graduate credit was offered through local IHEs; staff presented in conferences sponsored by the National Association for Bilingual Education (NABE) in Houston, TX; and International Technology Education Association Conference in Charlotte, North Carolina.

The Center has identified several ongoing concerns and unresolved issues. As is true throughout the United States, increasing numbers of LEP students from Eastern Europe and Southeast Asia are entering schools throughout the service area. Hence, schools are being faced with the need to adapt their instructional programs in order to succeed with their newly developing constituencies. As old programs end their funding cycles, new ones come into existence. Schools and programs experience ongoing turnovers among their staff - ranging from managers to teachers to aides. These three factors combine to produce an ongoing need for basic training and technical assistance vis-a-vis the education of LEP students in this service area.

Evidence of the Center's impact through its services can be found in two sources. First, anecdotal evidence suggests improvement in the management and the documentation of program efforts in local district programs and in state departments of education. (See the report profile for each state in this report). For example, the Center assisted the SEAs in Wisconsin and Iowa by participating in working committees that are designing appropriate approaches to non-biased student assessment processes and, in the case of Wisconsin, in reviewing practically all issues regarding LEP education regulations, certification, instructional programs, etc. It also has assisted the SEA in training school administrators getting ready to start programs for LEP students in Iowa, Michigan, Minnesota, North Dakota, South Dakota and Wisconsin.

The second source of evidence for program impact comes from the participants at Center training services who rated their personal learning, on the average, over 4.5 on a 1 (low) to 5 (high) point scale and who also provided qualitative evaluation comments documenting their personal learning. The participants' comments document that there was congruence between the stated workshop topic and what the participants learned. Personal learning ranged from very general changes in or reinforcement of attitudes and knowledge, to the listing of specific ideas which the participant would be applying in the near future. Over 50% of content area training topics were focused on English language arts or on specific methodology and instructional techniques suitable for developing academic competence among LEP students. Training topics on culture, counseling, staff development techniques, computer assisted instruction and curriculum areas other than English language arts were also conducted by the Center in significant numbers throughout the region. Academic credit was offered during the majority of MRC training activities in collaboration with Hamline University, Eastern Michigan University, Minot State College, Bismarck University, Mercy College, Wayne State University, Saginaw Valley State University and other IHEs in SA6.

The Center individualized its services according to the specific needs of each state, and in many instances, to the needs of client school districts. Following are partial samples of how this was implemented. For example, in Wisconsin, the state does not have a single Title VII project. However, it has over 15,280 LEP students, and 35 school districts are providing services for 10,680 students with State and local monies. The Center met the needs by providing intensive training and consultative assistance leading to increasing cultural understanding, second language acquisition, communication and improving the instructional skills of the regular classroom teacher in dealing with the LEP students in her/his care.

Similarly, state variations in terms of type of service and content are described within each state profile and review of services in this report. The diversity of the approaches taken demonstrates the need to maintain flexibility based on state and local needs, as well as level of development. An effort was made to incorporate the National Educational Goals and SEA directives to the training conducted by MRC.

State education agencies are critical gatekeepers for the Center's provision of services. They play key roles in defining local district needs in reviewing the Center's plan of services and in implementing the final plan once it is approved. In all phases of its operation, the MRC at the UW-Madison maintained strong collaborative and working relationships with SEAs in its service area. The Center's flexibility and commitment to the best services it can provide, as well as the cooperation and goodwill demonstrated by all six SEAs, made the working relationship continue uneventfully and with very positive results.

The Center also coordinated services within the Title VII network by a) continuing a computerized link with the Clearinghouse for Bilingual Education; b) participating in the OBEMLA sponsored Project Directors' meeting, Management Institutes, and OBEMLA MRC Staff Development

Institute; c) implementing a coordination plan with the Evaluation Assessment Centers East and West serving common clients; and d) developing an information/gathering system on Educational Technology for LEP students, which was available on request. The Center also responded to requests from others within the Title VII network which were recorded as nine workshops outside of the region and 106 episodes of technical assistance. These activities included those accomplished during staff exchanges.

During the twelve months surveyed in this report, the Multifunctional Resource Center SA6 demonstrates that it has successfully met the scope of the RFP requirement and contract. Chart II indicates the MRC services defined as technical assistance and training, by state. Chart III shows how the MRC allocated its services in proportion to the number of LEP students in a particular state. On reviewing the chart, it needs to be clarified that the state of Michigan is a sophisticated state in terms of building capacity during the many years they have been implementing bilingual programs. Thus, school districts use many local and state (IHEs) resources for training other than the MRC. Minnesota benefits by having a Minnesota MRC field representative in the state, eager and available to provide training at almost zero travel costs. The state of Wisconsin does not have Title VII funded LEAs and it has been difficult to identify each and every district with LEPs whose teachers need and are willing to receive training.

The Center has acted as a catalyst in many instances in schools and districts that are trying to engage in efforts to improve and restructure, e.g., school based management, school restructuring curriculum reform systemic change, etc. Teachers of LEP students who have not been key players in school based management teams are being invited now to participate, and have seen their cultural and linguistic knowledge valued as legitimate input in the change process. In conclusion, the MRC SA6 provided flexible services to those working with students of limited English proficiency, it expanded its historical range of coordination by strengthening its collaborative service efforts with other agencies, it strived to integrate the National Educational Goals, it included key participants in the delivery of services, and it was cost effective in its functional operations.

CHART II

MRC SERVICES 1992-1993

By State Distribution

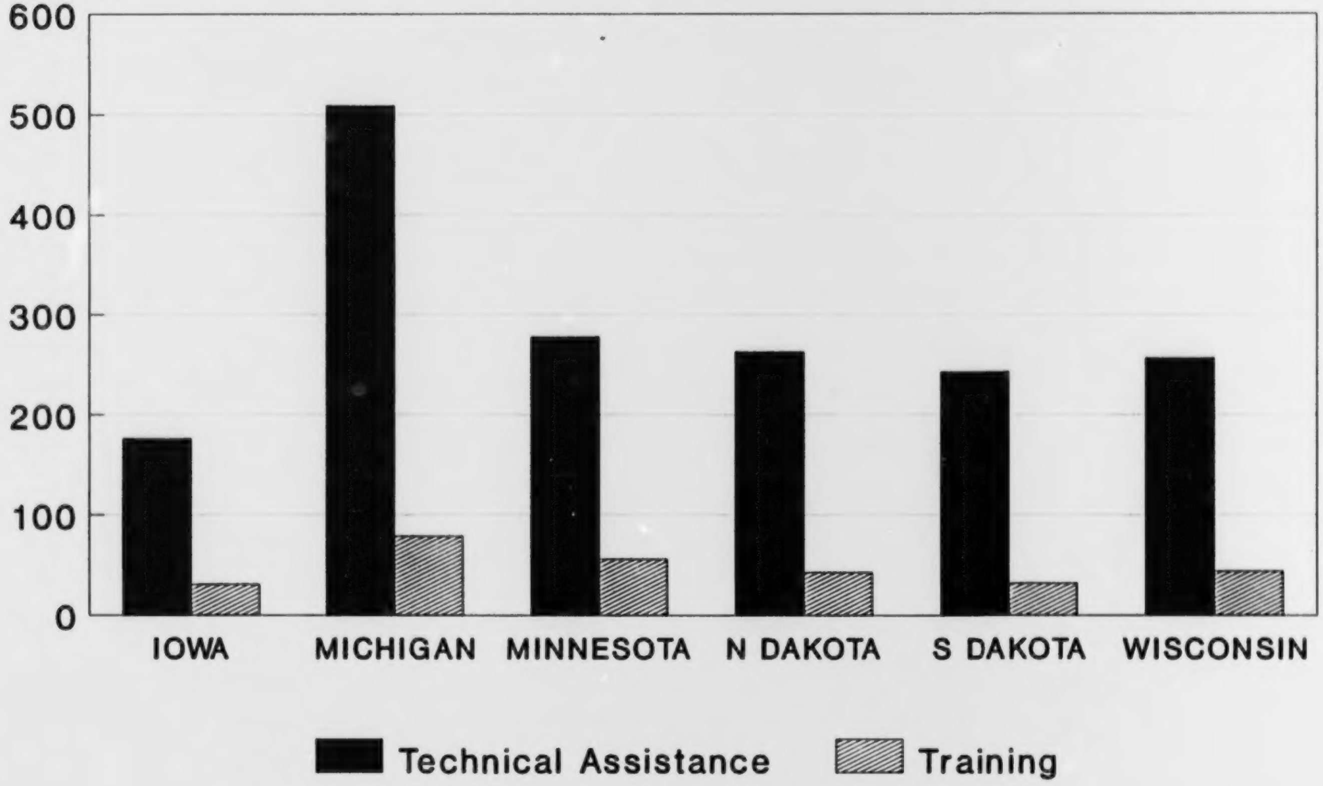
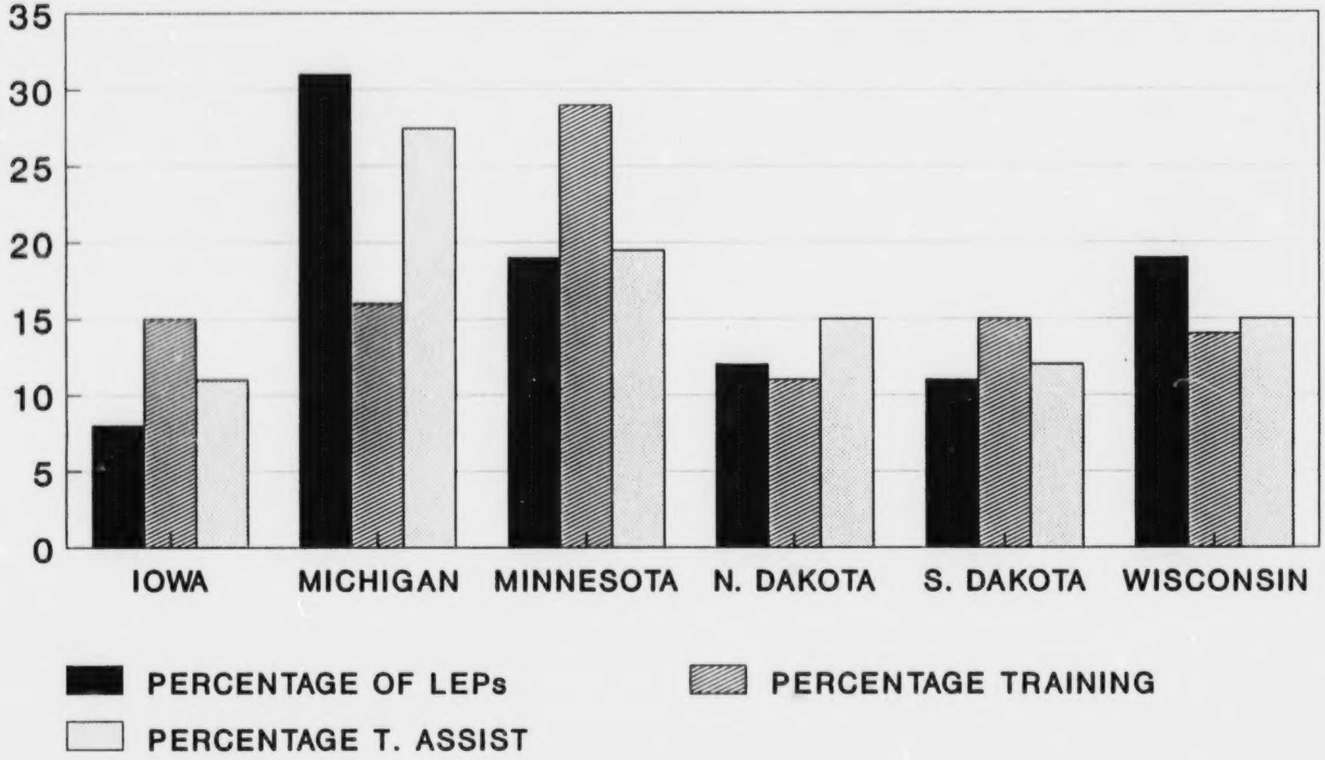


CHART III

NUMBER OF LEPs TO SERVICE

By State Comparison



INTRODUCTION

The Annual Performance Report (Task 10) of the Multifunctional Resource Center for Bilingual Education Service Area 6 (MRC SA6) for contract T292013001 is based upon a compilation of data drawn from three sources:

1) the daily logs of services maintained by the MRC SA6 trainers and outside consultants which are part of the MRC's monthly management reports to ED.

2) MRC SA6's files of workshops, services and other activities which include copies of service planners, handouts, daily logs, attendance sign-in sheets, workshop evaluations and other documentation for a given service activity.

3) documents which were delivered to ED as the MRC SA6 fulfilled its workshops as outlined in its proposal to ED.

This report is organized according to the format specified for Task 10: Prepare Annual Performance Report contained on page 17 of contract T292013001 and by U.S. Department of Education Modification to the Contract, as it refers to Task 10, Section IV, dated January 13, 1993. See Exhibit A. It includes three parts.

Part I consists of the Executive Summary followed by a separate introduction to the report and method of organization.

Part II Major Activities begins with a general service area summary including a description of Service Area 6, the number of states, the number and types of Title VII CIPs by state, the number and types of non-federally funded education programs for LEP students by state, and demographics and linguistic characteristics of LEP students by state. It also includes a description of the MRC staff, resources, facilities and major service delivery modes that MRC SA6 utilizes for providing training and technical assistance. A summary description and documentation of service activities (tasks) carried during the year is also included.

Part III Outcomes and Accomplishments. A description of selected training activities by state is followed by an analysis of client response to services. The primary outcomes and impact of MRC SA6 on the progress made by SEAs and LEAs in Service Area 6 in improving project management, content and methods of instruction, LEA, parent and community awareness and use of Center resources to respond to the needs of each state is described in this section. A summary of salient coordination activities with Part A, Part B, and Part C programs, as well as with other federal programs, community agencies and professional associations is included.

Special Information Gathering Activities describes progress made toward collecting and sharing information with other MRCs under Task 6. Activities chosen to be emphasized within the area of Education Technology for LEP Students and MRC SA6's approach used to obtain, organize and distribute information is described.

Part IV Educational Environmental Changes, and Current Issues provides an analysis of lessons learned and future trends in Service Area 6. Directions for serving clients in Service Area 6 are discussed and based on descriptions of projected changes in teacher demand, state and local policies and demographic changes.

Attachment A - Raw data documentation of workshop results: samples selected at ramdom.

Attachment B - Letters from clients expressing satisfaction with MRC services:
sample selected at random.

EXHIBIT A

Task 10: Prepare Annual Performance Report
Contract T292013001

FORMAT AND INSTRUCTIONS TO CONTRACTORS FOR THE MRC ANNUAL PERFORMANCE REPORT

The Annual Performance Report shall consist of the following sections:

I. Executive Summary

The Executive Summary shall consist of no more than three (3) single-spaced pages summarizing the major accomplishments and activities of the year as well as the Assigned Information Area activities. All ensuing sections of the report shall be double-spaced.

II. Major Activities

The contractor shall prepare a summary description and documentation of the training, technical assistance and coordination activities carried out by the contractor during the contract year. The contractor shall include a description of the service area, detailing by state the numbers and educational condition of the LEP students in the state and the programs designed to serve them. The contractor shall describe the MRC staff, resources, and facilities and how these resources were used to carry out the activities specified in the contract.

III. Outcomes and Accomplishments

The contractor shall describe the outcomes obtained from MRC activities and the results of training and technical assistance activities in advancing programs in the service area. The Annual Performance Report shall contain summaries of clients' responses from the evaluations conducted in the separate training and technical assistance activities. The contractor shall include any special accomplishments or innovations undertaken during the contract year.

IV. Educational Environmental Changes, and Current Issues

The contractor shall describe trends, educational innovations and current issues noted in scanning the educational environment of the service area. The contractor shall include descriptions of demographic changes, changes in teacher demand, and state and local policies which affect services to LEP Students.

PART II

MAJOR ACTIVITIES

PART II

MAJOR ACTIVITIES

HISTORY AND DEMOGRAPHICS

Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison, Service Area 6, encompassing Iowa, Michigan, Minnesota, North Dakota, South Dakota, and Wisconsin, has a rich and diverse ethnolinguistic heritage, representing language groups from around the world. The Ojibwa, also known as Chippewa, migrated into this region from upper New York and Canada during the mid-1700s as a result of the French and Indian Wars. Resulting from the migrations of the Ojibwa into Upper Minnesota, Wisconsin, and Michigan, and of other American Indians through Wisconsin, the original peoples of this region--the Lakota--moved into Southern Minnesota, North Dakota, and South Dakota.

During the 1800s, immigrants settled in this area from throughout Europe, particularly Poland, Germany, and Scandinavia. Hispanics, many of whom were seasonal migrant workers, arrived in the region after World War II. More recently, large numbers of immigrants from Southeast Asian, Arabic, Eastern Europeans, Middle Easterners, and (in increasing numbers) Central American countries have settled in the Service Area.

Bilingual education has a strong tradition in this region; one finds minutes of school board meetings written in German in Milwaukee (Stein, 1986) and in northern Wisconsin prior to World War I, and in Swedish in parts of Minnesota. (For an excellent history of bilingual education in the United States prior to World War II, see Andersson & Boyer, 1978.) Unfortunately, American Indian boarding schools did not exercise a similar respect for the cultures and languages of their students who were forced to not use their native languages. Moreover, with the advent of the first World War, public school-supported bilingual schools in the region were effectively closed.

Linguistic diversity continues to be a unique feature of Service Area 6. Census data from the National Center for Education Statistics (NCES, 1991) indicate that Hispanics are the largest non-black minority group in the region, comprising 0.9% of the total school enrollment in Iowa, 1.8% in Michigan, 0.9% in Minnesota, 1.1% in North Dakota, 0.6% in South Dakota, and 1.9% in Wisconsin. Asians and/or Pacific Islanders comprise 1.2% of Iowa's school population, 1.2% of Michigan's, 1.7% of Minnesota's, 0.8% of North Dakota's, 0.7% of South Dakota's, and 1.7% of Wisconsin's school populations. Finally, American Indians are 0.3% of Iowa's school enrollment, 0.8% of Michigan's, 1.5% of Minnesota's, 5% of North Dakota's, 7.6% of South Dakota's, and 1% of Wisconsin's school populations.

More up-to-date and refined data about student language backgrounds and numbers of LEP students are available from each of the states in the Service Area. Iowa, Michigan, Minnesota, and Wisconsin require LEAs to conduct an annual census of LEP students and the language groups they represent; North Dakota and South Dakota do not mandate a census, although they gather this information, mainly on a voluntary basis from school districts, in order to fulfill their own Title VII reporting requirements. Common features among the states' mandated census and reporting requirements should be noted:

1. The population of students who use a non-English language at home is the pool from which the LEP population is drawn; thus, each of the four states requires a native language census as the first step in determining the number of LEP students in an LEA.
2. Individually based indicators of English oral proficiency are used; levels of English proficiency are described similarly from state to state.
3. Student performance on standardized measures of academic achievement in reading and mathematics are used in determining which students are LEP.

Sources of by- and within-state variation should be noted:

1. The specific measures used for language proficiency and for academic achievement vary from district to district.
2. States use different academic achievement criteria to identify LEP students. Minnesota's

> academic criterion is to score one-third of a standard deviation below the local norm on the measure being used. Michigan's cutoff is set at the 40th percentile ranking; whether that ranking is set against local, state, or national norms is left open. Iowa's cutoff is based on local norms. Wisconsin has no prescribed cutoff, although local practice seems to be for LEAs to follow Chapter 1 practices.

Regardless of these variations, the by-state census figures provide a better indication of numbers of LEP students, as well as of state needs, than do the national census figures. State figures represent actual counts conducted at the local level; thus, they are the basis on which state and local perceptions of need are created. All six SEAs in the service area shared their most recent LEP census with us. The following narrative is based on their figures.

Using state figures, need can be defined by the number of students who are identified as LEP, versus the smaller number who actually receive services. For the 1992-1993 school year, the SEAs in Service Area 6 reported a total of nearly 80,734 LEP students who were eligible to receive services.

Iowa reported 14 language groups in substantial numbers in the state's schools and a LEP population of 6,951, which is 8.61% of the LEP population within the Service Area. Michigan reported 85 language groups and a LEP population of 24,926, which is 30.87% of the Service Area's total. Minnesota's report was of 57 language groups and a LEP population of 15,036, which is 18.62 of the Service Area's total. North Dakota reported just four language groups, and a total LEP population of 9,580 or 11.87% of the service area's total. South Dakota's 28 language groups include 8,961 students, or 11.10% of the service area's total. Finally, Wisconsin reported 94 language groups, and a LEP population of 15,280, which is 18.93% of the Service Area's total (see Table I).

GEOGRAPHIC VARIATION IN THE CONCENTRATION OF EACH STATE'S LEP STUDENT POPULATION

How LEP students are dispersed within each state in the Service Area varies along urban and rural lines. Typically, LEP students can be found in each state's urban centers, with a few attending suburban schools, and even fewer attending rural schools. To obtain a sense of how students are

TABLE I

LANGUAGE BY STATE DISTRIBUTION OF LEP STUDENTS IN SERVICE AREA 6

	IOWA	MICHIGAN	MINNESOTA	N. DAKOTA	S. DAKOTA	WISCONSIN	TOTAL
SPANISH	2604	12810	2226	959	887	6543	26029
HMONG	137	920	7217	0	0	6915	15189
LAO	977	285	1172	0	22	745	3201
TAI	442	26	45	0	5	20	538
VIETNAMESE	1053	895	1343	40	54	238	3623
KHMER	330	77	1016	0	41	154	1618
OJIBWE	0	350	43	0	0	0	393
LAKOTA	0	0	2	7682	4141	0	11825
ARABIC	55	3190	78	0	75	203	3601
CHALDEAN	0	980	0	0	0	0	980
HUTTERITE	0	0	0	0	1255	0	1255
OTHER	1353	5393	1894	899	2481	462	12482
							GRAND TOTAL
	6951	24926	15036	9580	8961	15280	80734

distributed within each state, we analyzed each state's data to identify which districts contain over 1% of that state's LEP population. The narrative turns to the results of that analysis.

In Iowa, 86% of the state's LEP student population can be found in 17 districts across the state. As the urban centers of Iowa are scattered throughout the state, so is its LEP student population. In our analysis of the Iowa data, we could find no clustering of LEP students around any one metropolitan area. Des Moines, the state's largest city, is located in the center of Iowa, and it also includes the largest LEP population (30.5%). Sioux City, in the extreme northwest corner of the state, has 11%, and Davenport, on the central-eastern border with Illinois, has 6.3%. Next, in rank order, are: Sac & Fox Community (5.1%), West Liberty (5.1%), Cedar Rapids (4.4%), Ames (4.2%), Iowa City (3.9%), Muscatine (3.7%), Marshalltown (1.9%), Pella (1.9%), Waterloo (1.6%), Columbus (1.5%), Grinnel-Newbury (1.4%), Boyden-Hull (1.3%), Burlington (1.1%), and Ottumwa (1%). In the geography of Iowa, all of these districts would be considered to be far apart.

Michigan, on the other hand, has its LEP student population clustered around three areas of the lower peninsula. Although 76.4% of its total LEP population is spread out among 21 school districts, nine of those districts are in the Metropolitan Detroit area and include 43.7% of the state's total LEP population; another four districts due north of Detroit include 10.97% of the total; and three districts at the western end of the state include 9.7% of that population.

In the Metropolitan Detroit area, the following districts include more than 1% of the state's LEP student population: Detroit (18.5% of the state's total), Dearborn (8.3%), Wayne ISD (3.7%), Farmington (3.2%), Plymouth-Canton (2.9%), Hamtramck (2.8%), Pontiac (1.9%), Ann Arbor (1.3%), and Warren ISD (1.2%). North of Detroit are Saginaw (4.6%), Bay City (2.4%), Van Buren ISD (2.2%), and Flint (1.7%). In the western part of the lower peninsula are Grand Rapids (5.9%), Holland (1.9%), and Kalamazoo (1.9%). Other districts with more than 1% of Michigan's total include Lansing (6.9%), L'Anse (in the Upper Peninsula, 1.5%), and Adrian (1.1%).

Relative to the other states in the service area, Minnesota's LEP students are the most closely students, 84.7% are found in 11 districts, eight of which (containing 68.6% of the state's total LEP population) are within the Metropolitan Twin Cities; an additional two districts are a short drive away. In the Twin Cities, large numbers of LEP students can be found in Saint Paul (33.4%), Minneapolis (24.3%), Bloomington (3%), Robbinsdale (2.5%), Rosemont (2.4%), Roseville (1.9%), Anoka (1.1%), and Richfield (1%). Near the Twin Cities are Saint Cloud (2.2%) and Minnetonka (1%). The final city is Rochester (11.8%).

In North Dakota, the state's LEP student populations are spread more or less evenly throughout the state, much as is the case in Iowa. If there is any clustering, it is around the state's Title VII funded districts: i.e., Belcourt (71.6% of the state's total), Bismarck (4.4%), Fargo (5.5%), Fort Toten (6.1%), Fort Yates (8.9%), Grand Forks (6.4%), Minot (5.1%), Solen (2.2%), and Saint John (2.2%).

It is not clear from South Dakota's census information how its LEP student population is dispersed around the state, although it seems that the Title VII programs cluster around its two major cities of Pierre (e.g., Eagle Butte and Mission) and Rapid City (e.g., Batesland, Kyle, Manderson, and Oglala).

Wisconsin's LEP population is both clustered in the southeast corner of the state and spread out over its northern tier. Of the state's LEP population, 82% can be found in 13 Wisconsin school districts. Hispanics tend to predominate in the southeastern part of the state: Milwaukee (33%), Racine (8.9%), Waukesha (5.7%), and Kenosha (3.8%). A mixture of Hispanics and Southeast Asian refugee students can be found in Madison (8.7%), Sheboygan (3.6%), and Janesville (1.1%). Along the northern-central tier's urban areas are LEP students from Southeast Asian backgrounds: LaCrosse (5.8%), Green Bay (3.5%), Wausau (3%), Oshkosh (1.8%), Appleton (1.7%), and Manitowoc (1.7%). A large number of these last areas (Green Bay, Oshkosh, Appleton, Manitowoc) are near the Lake Michigan shore.

Hence, the Service Area shows multiple patterns of distributions of LEP students. In Iowa and

North Dakota populations tend to be scattered; in Michigan, there is clustering around three main locations, all of which are within easy driving distance of the state capital; in South Dakota and Wisconsin, there is some clustering and some scattering; in Minnesota, LEP students are clustered within the Metropolitan Twin Cities area, where an MRC field office is located.

NUMBER AND TYPES OF TITLE VII PROJECTS

In proportion to the LEP population identified in the United States 1990 census and annual SEA counts, the state of Michigan has the most Title VII projects with a total of 23, while the area encompassed by North Dakota and South Dakota has the heaviest concentration with 28 Title VII programs. The state of Wisconsin, with the second largest LEP population in the area, does not have a single Title VII funded classroom program. Minnesota, with the third largest LEP student population, only has five LEA based instructional programs funded by Title VII monies and those five are concentrated in Minneapolis (three) and St. Paul (two). In total, Service Area 6 contains 56 Classroom Instructional Programs as primary clients (10 special alternative, one developmental, 44 transitional bilingual education programs, and one family literacy). Additionally there are six education agency grants, five educational personnel and three fellowship programs. Table II below indicates that, during fiscal year 1992-93, MRC SA6 had a total clientele of 70, resulting in an increase of 15% over the number of clients identified on RFP 92-069 which was the basis for budgeting the current MRC under contract T292013001.

During the 1992-1993 school year, 62 classroom-based Title VII projects--i.e, transitional, special alternative, and developmental projects--were distributed in Service Area 6 as follows: Iowa had seven projects (11.9% of the total); Michigan had 19 projects (33.3%); Minnesota, five (14.3%): North Dakota, 14 (23.8%); South Dakota, 11 (16.7%); and Wisconsin, with its history of state and local funding for programs that serve LEP students, had no Title VII funded projects.

TABLE II

Title VII Grantees in Service Area 6 by State and Grant Classification

TITLE VII GRANT CLASSIFICATION	STATE						
	IA	MI	MN	ND	SD	WI	TOTAL
Transitional Bilingual Education	7	10	5	13	9	--	44
Developmental Bilingual Education	--	1	--	--	--	--	1
Special Alternative	--	7	--	1	2	--	10
Special Populations	--	--	--	--	--	--	--
Family Literacy	--	1	--	--	--	--	1
State Education Agency	1	1	1	1	1	1	1
Short Term Training	--	--	--	--	--	--	0
Educational Personnel	--	2	--	1	--	2	5
Fellowship Program	--	1	--	--	--	2	3
TOTAL	8	23	6	16	12	5	70

NUMBER AND TYPES OF TITLE VII CLASSROOM INSTRUCTIONAL PROGRAMS

Table III shows the geographical locations of each of the Title VII programs. Wisconsin has no Title VII funded programs. But, it should be noted that large urban areas such as Madison and

TABLE III

GEOGRAPHICAL LOCATIONS AND NUMBERS OF TITLE VII GRANTS OF PRIMARY CLIENTS (LEAs) IN SERVICE AREA 6

IOWA	MICHIGAN	MINNESOTA	NORTH DAKOTA	SOUTH DAKOTA	WISCONSIN[1]
Cedar Rapids	Battle Creek	Minneapolis (3)	Belcourt (2)	Batesland (2)	NO TITLE VII PROJECTS
Columbus Junction	Bay City	St. Paul (2)	Bismarck (2)	Eagle Butte	
Davenport	Berrien Springs (2)		Fargo	Kyle	
Marshalltown	Dearborn (3)		Fort Yates (2)	Manderson (2)	
Sioux City	Detroit		Halliday	Mission (2)	
Storm Lake	Farmington		Mandaree	Oglala	
West Liberty	Flint (2)		New Town	Pierre	
	Macomb		St. John	Wanblee	
	Hamtramck (2)		Solen (2)		
	L'Anse (2)		Rose Glen		
	Pontiac				
	Walled Lake				
	Wayne Co RESA				

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[1] *Wisconsin has 35 state-funded projects.*

Milwaukee in Wisconsin, previous recipients of Title VII grants, have built the capacity in personnel and local resources to provide special ESL and multicultural instruction to their large and diverse LEP enrollment. Additionally, 35 school districts in Wisconsin receive State monies to offer special programs for 10,680 LEP students in grades K-12. These districts are: Appleton, Berlin, Delavan-Darien, Eau Claire, Franklin, Green Bay, Janesville, Kaukauna, Kenosha, LaCrosse, Madison, Manitowoc, Marshall, Menasha, Menomonie, Milwaukee, Neenah, Nekoosa, New Berlin, Oak Creek-Franklin, Oshkosh, Racine, Sheboygan, Shorewood, Stevens Point, Superior, Two Rivers, Waukesha, Wausau, Wautoma, Wauwatosa, West Bend, Whitewater, Whitnall and Wisconsin Rapids.

DESCRIPTION OF ETHNOLINGUISTIC GROUPS

The Service Area's Title VII, state, and locally funded projects for students of limited English proficiency serve over 80 different language groups. To determine which of these groups represent significant numbers in the service area, we first collapsed across some language groups where the distinctions are subtle (e.g., our category of Thai includes speakers of its various dialects, such as Thai Dam) and then we established two criteria: (a) a given language group should total 3% or more of either a state's or the entire service area's LEP student population or (b) the language group should be one that is served by multiple Title VII funded projects in the service area. According to these criteria, ten ethnolinguistic groups are represented in significant numbers in Service Area 6. Rank ordered by size,they are Spanish, Hmong, Lakota, Vietnamese, Arabic, Lao, Khmer (Cambodian), Chaldean, Thai, and Ojibwa.

We recognize, of course, that these groupings should not be interpreted as reflecting monolithic, homogenous ethnolinguistic groups. Hispanics include individuals whose cultural heritages vary widely: Mexican, Puerto Rican, Cuban, Central and South American, and Spaniard. Speakers of Arabic languages represent the spectrum of the Arabic speaking world: Lebanon, Iran, Iraq, Yemen, Saudi Arabia, the

West Bank, Palestine, and so on.

Table I provides a representation of the Service Area's distribution of LEP students by state and by language. Spanish speakers are the largest single ethnolinguistic group in the Service Area, over 32.24% of the total LEP population. In Iowa, Michigan, and Wisconsin, they are the largest LEP student population; in Minnesota and North Dakota, the second largest. Hispanics live throughout the Service Area, although their greatest numbers can be found in the urban region from Detroit through Michigan's lower peninsula, around Lake Michigan and into southeast Wisconsin in the Milwaukee area.

Speakers of Hmong are the second largest ethnolinguistic group in the region, with 18.81% of the service area's total. They are the largest group in Minnesota and the second largest in Wisconsin. The Hmong live in a crescent along the northern tier of the Service Area, which stretches from Minneapolis/Saint Paul (MN) to Green Bay (WI).

At 14.65% of the Service Area's total, speakers of Lakota are its third largest ethnolinguistic group. These students are the largest LEP student populations reported in North Dakota and South Dakota.[1]

Speakers of Vietnamese constitute 4.49% of the service area's LEP student population and are its fourth largest LEP student population. They are Iowa's second largest population, and third in Minnesota and Michigan.

The fifth largest group are speakers of Arabic, representing, 4.46% of the total.[2] Their greatest concentration is in the metropolitan Detroit area; for example, the Dearborn area has one of the largest concentrations of Arabic speakers outside of the Arabic world. This group is the second largest group in Michigan.

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[1] We would like to note, in passing, that the census figures involving American Indians might be problematic. First of all, not all states include American Indians among their LEP student census. Second, North Dakota does not break out its American Indian languages by group. Though speakers of Lakota are, by far, the largest populations of American Indians in that state, we realize that included in our count are speakers of Ojibwa, Mandan, Mitchif, and Arikara.

[2] If one combines their total with that for speakers of Chaldean--there is some debate about whether or not this should be done--then speakers of Arabic/Chaldean become the service area's fourth largest group, with 6.3 percent.

Speakers of Lao, at 3.96% of the Service Area's total, comprise its sixth largest ethnolinguistic group. In Iowa, they are the third largest group and, in Minnesota, fourth.

Speakers of Khmer (Cambodian) rank seventh, 2% of the total. In Minnesota and Iowa, they are the fifth largest group. Chaldean speakers at 1.3%, Thai speakers at 0.7%, and speakers of Ojibwa at 0.1% rank eighth through tenth in the service area.

All of the viable ethnolinguistic groups found in Service Area 6 share common needs based on common characteristics. By definition, LEP students have limited proficiency in English and rate low in academic achievement. Low-achieving students are known to leave school without earning a diploma in greater proportion than their peers (Steinberg, Blinde, & Chan, 1984), and hence, these students might be considered "at risk." Moreover, LEP students tend to be of lower socioeconomic status (SES) and to have extended family ties that may reach across marriage as well as kinship. Given their socioeconomic status and their family ties, language minorities tend to settle in urban areas where employment opportunities are greater and where they can provide support for one another. Sex roles tend to be traditional, with women assigned domestic chores and men working outside of the home.

Underlying these important commonalities, however, are some real historical, cultural, and linguistic differences that must be considered in planning training and technical assistance to projects serving these populations of students. In an effort to streamline the following narrative, we will gloss over the very real differences among the various ethnic and linguistic groups that have been identified above. Instead, we will follow the practice of the U.S. Census Bureau and collapse across these groups, but in our case it will be to compare and contrast common themes.

Hispanics

Hispanics are the most common ethnolinguistic group in the Service Area. They tend to be primarily settled-out migrant workers whose families came to the north from Mexico in search of seasonal work. Other Hispanics in this Service Area include those of Puerto Rican, Cuban, and (in increasing numbers) Central American backgrounds. This pattern of variation is consistent with national statistics on the distribution of Hispanics: approximately 63% of all Hispanics in the U.S. are of Mexican descent, 12% are from Puerto Rico, 11% from Central and South America, 5% from Cuba, and 8% from some other country (Hispanic Policy Development Project, 1988, p. 6).

The education of Hispanic students--nationally and in the service area--is a history of repeated school failure, high dropout and illiteracy rates, and low academic achievement. The inability of schools to engage and to retain Hispanic students has been overwhelmingly documented in a series of national, regional, and state reports that do not need to be reviewed (NCES 1981, 1984, 1985a, 1985b). The educational status of Hispanics has reached crisis proportions, as state after state has been forced to contend with the changing demographics of this country's educational system (e.g., Michigan State Board of Education, 1986). Equally distressing, many of these students leave school illiterate not only in English, but also in, what is for many, their first language, Spanish (HPDP, 1988).

Many Hispanics have immediate or extended families in Texas, the Southwest, Mexico, or Puerto Rico. Their proximity to the Spanish-speaking world provides them with opportunities to interrupt schooling to visit family. In addition, some Hispanics have resisted assimilation into the larger society in an attempt to maintain their cultural heritage (Stein, 1986). For them, bilingual education is a means of maintaining that heritage and its language.

Some Hispanics can be said to have "made it" within the larger society. More specific to education, the concern of this narrative, Hispanics can be found in teaching and administrative positions throughout the Service Area. Hispanics can be found as teachers and administrators in school districts, faculty at universities, and staff in state education agencies. As Hispanics have come to vote in greater numbers, their political influence in the area has increased.

Hispanics are the fastest growing minority group in this country (HPDP, 1988). This is due not only to ongoing immigration from Mexico and Central and South America but also to the high birth rate of Hispanics who live in the United States. Sometime between the years 2000 and 2050, Hispanics are projected to become the largest minority group in the United States (HPDP, 1988). Hence, their educational status is likely to remain a pressing concern into the foreseeable future.

Spanish, the native language for Hispanics requiring bilingual and ESL services, is not a monolithic language. Spanish has national, regional, and even generational variants. The Spanish spoken by recent immigrants varies according to whether they are from Puerto Rico, Mexico, Central America, or South America. The Spanish spoken by Chicanos, the U.S. born children of immigrants, and/or individuals from other parts of the U.S. includes terms and phrases derived from English. Some variation--for example, the pronunciation of the letter *c*--is superficial. Other features, such as use of the same term to denote different ideas or objects, are deeper and, hence, more difficult to overcome. Across dialects, Spanish is phonetic in its orthography. Spanish is closer to English than any other major language represented in this area.

Southeast Asian

We have grouped the Southeast Asian language groups--Hmong, Vietnamese, Lao, Khmer, and Thai--together since it is common practice to do so. Yet, this grouping has resulted in the unfortunate practice of considering individuals from these groups as being a single monolithic group and of ignoring the real linguistic and cultural variations among them. Unlike Spanish speakers, who can usually understand each other with some effort, speakers of the various Southeast Asian language groups cannot do so. As we are learning from our own experience, considering Southeast Asian refugees as a single group also ignores the fact that many of them were on opposing sides of a disastrous series of wars over the past decades. This opposition has been carried over in cultural norms that result in covert hostility among individuals from different groups. This observation is not meant to condone such conflict, but it helps explain such things as children from one group refusing tutorial assistance from aides from another and parent advisory committees experiencing large fluctuations in attendance at their activities.

Also, we should draw distinctions among Southeast Asian groups based on date of arrival. Southeast Asians, who are considered refugees, arrived in this country during two waves of massive migration. Also, secondary migrations of individuals from Southeast Asian backgrounds has resulted in rapid shifting of school populations.

Southeast Asian refugees arriving prior to 1975--known as the first wave--tended to be members of the elite and ruling classes who had attended schools modeled on the French system. They were familiar with daily life in a technological society, and they came to this country with few, if any, real limitations. Many of these students have already graduated from the American school systems; they came from highly educated, highly motivated backgrounds and seem to have rapidly mastered the intricacies of the American schooling system. Their relative success in that system is evidenced by their overrepresentation in mathematics, science, engineering, and related majors at universities in the Service Area. It is this first wave of immigrants that is often held up as the "ideal immigrant group" (Stein, 1986) by many educators, and it is against this group of refugees that other groups are often (implicitly) pitted when people talk about immigrants who "make it" in the American schooling system without much help.

The second migration of Southeast Asian refugees, however, tend to be different from those arriving prior to 1975. They come from the lower classes; many lived in the countryside in their home countries where formal education was not available or not considered necessary. Their stays in refugee camps severely limited their educational opportunities prior to entering this country; hence they are having difficulties making the transition into American schools. This is particularly true of some Hmong and Khmer students who come from families that are nonliterate in their native languages.

Many older children and adolescents arrived alone without their parents or guardians. They have had major interruptions in their education, and they face school policies that require students to leave the system after reaching a specified maximum age.

Recent refugee arrivals have lived in camps, where malnutrition and disease can take a mental, as well as physical, toll. Many of these students have developed physical and learning disabilities--hence, the ongoing interest in nonbiased assessment and in the development of appropriate special education programs for LEP students. Special education for Southeast Asian LEP students involves a cultural problem as well: given that education is highly valued and that it is seen as a scarce commodity that should not be wasted, parents often construe a diagnosis of a physical or mental learning problem as an indication that their child should not be educated.[3] Thus, the topic of special education needs to be broached carefully to the parents of these children.

Recently arriving Southeast Asian refugees are oftentimes pitted against the first group of Southeast Asian immigrants--implicitly when academic performance is compared and explicitly over issues of leadership and privilege within the community. Intergroup conflicts may occur between the Vietnamese and other groups (especially the Khmer) due to their higher status and the lingering effects of the ongoing wars in Southeast Asia. Intragroup conflicts also may occur due to the transfer of political alliances from the home country to the U.S. Such conflicts often are unapparent to American observers since outright confrontations are rare; instead, conflict is acted out in subtle ways that are hard to detect.[4] Yet they have implications for Parent Advisory Committees: local district projects must be aware that such forces are at work and must be careful not to seem to favor one faction over another.

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[3] Informal discussions with a representative from the Michigan SEA indicate that a similar cultural view of education may be operating with Arabic parents whose children are diagnosed as needing special education services.

Among Southeast Asians, the Hmong are concentrated near the metropolitan Twin Cities and into Wisconsin where over 12,000 Hmong live. In proportion to their totals, the Lao and Khmer are found throughout Iowa, Minnesota, and Wisconsin. The Vietnamese tend to be concentrated in Minnesota, Michigan, and Iowa.

A "baby boom" among these groups has begun to reach the schools. For example, though small in absolute numbers, the Khmer are the fastest growing group in Wisconsin. After some years of concentrating attention on older students, the Rochester Public Schools in Rochester, MN, has experienced the entry into first grade of larger than expected numbers of Khmer students. These young students are likely to enter school with different sorts of educational needs than their older siblings, cousins, and extended family members. Having been born in this country, they will enter school with more exposure to the English language and, hence, without having to develop English for basic survival. Yet in spite of much superficial acculturation, we need to remain aware that the major cultural discontinuities between home and school will remain for these children.

The Vietnamese and the Lao seem to have adjusted best to the American schooling system, while the Hmong and Khmer are having the most difficult time. The Hmong came from the rural areas of Vietnam and Laos and did not have the same access to the French-based schooling systems as did the Vietnamese and Laotians. Khmer refugees have been victims of a devastating civil war.

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[4] For example, in Madison, WI, there are two groups of Lao immigrants, each group claiming to speak for the entire community. Also in Madison, the Thao clan of the Hmong do not belong to the United Refugee Service, while the Her, Yang, and Lee clans do. In the Twin Cities of Minneapolis and Saint Paul, MN, there is friction between Laotian immigrants who trace their original loyalties to the Army and immigrants whose loyalties were with the Air Force in their native country. Throughout the service area there are many other examples of intragroup conflicts that have been brought over from the "old country." Such conflicts are common among many immigrants to the U.S.

All of the Southeast Asian languages are very distant, syntactically, tonally, and orthographically, from English. The written status of Hmong is not clear. The most widespread orthography employs the Roman alphabet, but its symbols represent different phonemic elements in the Hmong language than in English.

Among Southeast Asians, as among Arabic speakers, school is very highly valued, and academic subjects are stressed by parents. As they are recent arrivals to this country, very few Southeast Asians are in positions of educational leadership. Those who have achieved positions of influence arrived with the first wave of refugees or they were in this country prior to the arrival of the first group--i.e., they tend to have been members of the educated elite in their native countries. Traditional clan structures have been maintained to some degree among Southeast Asian groups who are known to have relocated across the country to live near a traditional leader.

American Indians

American Indians form another major group in the Service Area. Though American Indians comprise the third largest language minority group in the Area (NCES, 1984), they do not form a monolithic group representing any single language, and they are usually not "counted" in the SEA census of LEP students.

The most numerous of the American Indian LEP populations are speakers of Lakota who are found in North Dakota and South Dakota. The Ojibwa are found in a crescent that dips down into parts of North Dakota, stretches into northern Minnesota through Wisconsin and into Michigan's Upper Peninsula. The Menominee are found in northeastern Wisconsin, and the Mesquakie, in Iowa.

American Indians have some characteristics similar to the other groups. Like some Hispanics, Indians often migrate back and forth from urban areas to their familial homes; but for Indians, those homes are on reservations. Like the many Southeast Asians, American Indians place a great stress on oral traditions. Most Indian languages are not written, and where orthographic systems are developing, there is no uniform consensus about what should or should not be included in that orthography. And, as with some Arabic and Southeast Asian groups, internal conflicts can flare up between tribal groups, even within a single reservation.

The differences between American Indians and the other groups, however, are even more telling. American Indians' historical experiences in schooling have been, to say the least, devastating. Children were removed from reservations and taken to boarding schools where they were forbidden to speak their native languages (Andersson & Boyer, 1978). As a result of these and similar pressures on their historical languages, American Indians face the extinction of their native languages in this generation. Thus, bilingual education is seen as providing a means for renewing the tribal languages before they die out.

Alcoholism is a universally acknowledged problem among American Indians. School dropout rates and other social problems such as suicide among the young are highest among American Indians. These social and educational issues are acknowledged to be among the most severely challenging for the American schooling system.

Not surprisingly, many Indian tribes are looking inward, to their own tribal controlled schools, for the sustenance and renewal of their cultures and ways of life.

Treaties between American Indian tribes and the federal government represent one unique feature of working with these groups that the MRC will be attentive to. For some tribes, particularly the Ojibwa, there is crossnational renewal of traditional practices. The Jay Treaty between the United States and Canada grants immediate and dual citizenship to Indians whose tribal boundaries extend across the U.S.-Canada border. Thus, many Ojibwa are looking to reservations in Canada--where the encroachment of Anglo society has been more limited than in this country--to provide cultural and linguistic renewal for the American reservations.

In some states--Minnesota and Wisconsin among them--there have been flare ups and tensions when American Indian people have asserted their treaty-based rights to gather and harvest natural resources outside of their reservations. Beyond lawsuits, these tensions have resulted in unwarranted attacks on American Indians and racially charged incidents targeted at American Indian students. In part as a result, some states have mandated that teachers study American Indian treaties as part of their preparation. The MRC will maintain a file of resources on these and similar issues.

Ironically, despite the fact that they are the oldest settlers in this country, American Indians occupy relatively few positions of educational responsibility, even within tribal controlled and/or reservation schools. Indians tend to be teacher aides but seldom teachers.

Arabic and Chaldean

In contrast to Hispanics, who are found in large numbers throughout the Service Area, Arabic and Chaldean speakers tend to be concentrated in the lower peninsula of Michigan, especially around the metropolitan Detroit area. For example, in its bilingual programs the Dearborn, MI, school system enrolls 1500 students whose first language is Arabic. Dearborn has one of the largest concentrations of Arabic speakers in the non-Arabic world. This ethnolinguistic group represents countries and subcultures from throughout the Arabic speaking world. Though many Arabic speakers are of lower socioeconomic status, there seems to be a slightly greater heterogeneity with respect to SES among Arabic speakers than among Hispanics; many are middle and upper-middle class.

As is the case for Hispanics, Arabic individuals working in education can be found in positions of authority at local school districts, in universities, in the Michigan Department of Education, and in various political settings. On the other hand, individuals from the Arab world have been subjected to a backlash caused by tensions between this country and segments of that world. Such feelings and their expressions can threaten children's schooling; care must be taken to overcome their effects.

The Service Area is home to many Arabic subcultures representing a wide variety of home nationalities. On occasion, nationalistic tensions between groups can flare up in the community and be reflected in the schools.

Arab orthography is written and read from right to left. It does not use the Roman alphabet, and in other ways it is very different from English.

RESOURCES AVAILABLE FOR THE OPERATION OF MRC SA6

The Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison SA6 operated with a one-year budget of $735,811.00 during the period reported here. This amount covered labor costs, facilities and other non-labor costs directly related to the delivery of services and general operation of the Center, as well as administrative, and indirect costs charged by the Contractor. The level of effort, as stated in the MRC SA6 contract between the U.S. Department of Education and the University of Wisconsin-Madison, the contractor, ranges from a minimum of 10,440 DPWH to a maximum of 13,920 DPWH per year. During the period of time covered in this report (10-1-92 through 9-30-93), 10,440 hours of professional level of effort have been spent.

Personnel

The MRC SA6 project personnel is comprised of a total staff of 6 FTE and 1.5 support staff distributed as follows: one Project Director; five Trainers, one administrative assistant and .5 secretary. A diversity of skills enables the entire staff to work as a cohesive and complementary unit, offering competency and continuity in the provision of supportive services to the designated service area.

From time to time, the MRC SA6 uses the professional services of outside consultants when a) specialists in a particular language and culture are needed; b) bilingualism in a low incidence language group in the region is required to conduct the services; c) noted national speakers are needed for large regional training institutes and other activities; and d) for those times when MRC SA6 trainers are scheduled out in the field and emergency requests for services from the clients in the region are received. FTE level of effort available from personnel leave or time elapsed between staff termination and new hire is used for these special personnel resources.

The qualifications and skills of the MRC SA6 staff have been valuable assets for the implementation of the Service Delivery Plan as well as for the general performance of the Center. Following is a biographical description of the MRC SA6 staff.

MINERVA COYNE, Director

Minerva Coyne is the Director of the Title VII Multifunctional Resource Center For Bilingual Education--University of Wisconsin-Madison, Service Area 6. She was the Director of the Title VII Midwest Multifunctional Resource Center SA5 and SA6 (1980-1992), where she previously served as a Coordinator (1975-1980). Minerva holds a Master's degree in Business Administration (M.B.A.) from Lake Forest School of Management, a Master's degree in Literature from Loyola University and a Baccalaureate degree in Education and Fine Arts from St. Thomas of Villanova University. Minerva has also completed all coursework for a Ph.D. (A.B.D.) in Curriculum and Instruction at Loyola University. Her general areas of expertise related to the education of LEP students are: Program Management and Evaluation, Organizational Behavior, Teacher Training, Bilingual Classroom Instructional Methodology, Curriculum Design and Development, Spanish Language and Culture. Her previous working experiences were in teaching and school administration, and as an educational consultant and trainer. Related to her business training, Mrs. Coyne's interests and expertise are in Financial Management and Control, Managerial Psychology, Business and School Law, and Accounting.

NEYSA CHAPARRO, Training and Research Specialist

Neysa Chaparro is a graduate of the University of Puerto Rico with a Bachelor of Arts in Secondary Education and Mathematics. She has completed additional graduate work in the fields of mathematics and computer science, and is presently pursuing a master's degree in mathematics and bilingual education. Neysa is in her second year as a consultant for the MRC-SA6. She holds a math teaching certificate for grades 7-12 and has ten years teaching experience. Neysa has presented workshops for teachers, parents and administrators in the areas of: Making accommodations for the LEP student in the mainstream classroom, Strategies for teaching mathematics to limited English proficient students, Parental involvement in their children's education, Team teaching, Cooperative Learning, Whole Language, Matching effective instructional techniques to culturally appropriate teaching/learning styles, and Aspects and issues of developmental adolescent psychology.

CAROL J. COMPTON, Deputy Director (left project March 1993)

Carol Compton was Deputy Director of the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison. Carol has a Ph.D. in Linguistics from the University of michigan, an M.A. in English as a Foreign Language from Southern Illinois University, and a B.A. in English from Cornell College. She has taught English to speakers from Asia, the Middle East and Latin America in university, high school, middle school and adult programs. Carol spent ten years in Southeast Asia working with speakers of Hmong, Lao, Tai Dam, Thai and Vietnamese; she is fluent in Lao and Thai and has coordinated intensive language programs. Carol has presented on Linguistic and Cultural Issues for Southeast Asian Students, Language Learning and Language Acquisition, Bilingualism, Interpreting and Translating, ESL Methodology, Content-area Instruction, and Administering Programs for Language Minority Students.

MARY P. DIAZ, Minnesota Field Representative, Training and Research Specialist

Mary P. Diaz is the MRC SA6 Field Representative in Minnesota where she coordinates services, gives technical assistance and conducts training activities for clients. Mary has a M.A. in English as a Second Language/Linguistics, from the University of Minnesota; M.A. in Spanish from Middlebury College, B.A. in Spanish from Lake Forest College and additional studies in Spain. She has taught English as a Second Language in Spain from 1968 to 1978 at the Instituto Internacional and has trained ESL teachers both in Spain and the U.S. She directed and taught in several American college program. Prior to joining MRC SA6, Mary was the Program and Curriculum Specialist with the LEP Education Unit at the Minnesota State Department of Education (1978-1992). Mary has had experiences developing materials and conducting workshops for teachers of Arabic, Hispanic, Southeast Asian, American Indian in the areas of: classroom teaching techniques, program and staff development, parental involvement, literacy, LEP special education and working with LEP students in the mainstream.

SCOTT JONES, Training and Research Specialist

Scott Jones joined the MRC SA6 in 1992. Prior to coming to the MRC SA6, Scott was a teacher trainer at the Midwest Bilingual Education Multifunctional Research Center in Des Plaines, IL. Scott is currently pursuing a doctorate degree in Curriculum and Instruction at the University of Wisconsin-Madison. Scott is a graduate of Eastern Illinois University with a Masters degree in Education and Illinois State University with a Bachelor of science degree in Secondary Education. Scott has completed additional graduate work in English as a Second Language through National Louis University. In addition to his Illinois Teaching Certificate in Secondary Education, Scott holds Illinois Teaching Certificates in Elementary Education K-9, English as a Second Language, and School Guidance and Counseling. Scott worked as a Curriculum Specialist in a Title VII Special Alternative Instructional Program. Scott taught at the middle school level for four years. Scott has presented workshops for teachers, counselors, and administrators in the area of: Adapting the Mainstream curriculum for LEP Students, Whole Language, Cooperative Learning, Counseling the Culturally Diverse Students, ESL Instructional Strategies, and Title VII Grant and Program Development. Scott's interest in public education are: Curriculum Design and Implementation, Global Education, and Content Area Instruction for LEP Students.

CATHERINE HINDMAN REISCHL, Training and Research Specialist

Cathy Reischl has a M.Ed. from Harvard University, B.A. in English and Education from St. Olaf College and is currently enrolled in a doctoral program at Michigan State University. Cathy joined the MRC SA6 in 1987 and during her tenure has coordinated MRC services for the states of Minnesota and Michigan. Prior to joining the MRC, Cathy was an ESL supervisor/teacher trainer in Thailand working for the Consortium:World Education, with the Harvard-Yen Ching Institute (Cambridge, MA), the Prince Royal's College and Payap University all in Thailand (1983-1986). From 1980-1982, she was a teacher of Language Arts in Rosemont High School in Minnesota. In addition to her knowledge of Reading, ESL and Southeast Asian issues, Cathy has conducted workshops in Teaching LEP Students In Mainstream Classrooms, School Restructuring, Whole Language, Reading and Writing, Cooperative Learning, Learning Styles and the Designing Of Staff Development, among many others.

KRISTINA SARGEANT, Training and Research Specialist

Kristina Sargeant has an M.A.T. in English as a Second Language from the University of Washington, a B.A. in English/Business Administration, and has done post-graduate work in education. She has been involved in the education of limited English proficient students for nine years and holds teaching certificates in ESL and English. Kristina has taught ESL in the public schools in Washington at all levels, coordinated district-wide programs for LEP students, and organized community and district-wide multicultural activities. She has also taught both intensive and academic ESL at the University of

Washington and Washington State University. Her most recent experience involved teaching adult literacy and ESL classes at Yakima Valley Community College. Kristina's areas of expertise related to the education of LEP students are: ESL Classroom Instructional Methodology and Techniques, Content-area Instruction for LEP Students, Literacy and Writing, Cooperative Learning, and Multicultural Education. She has given inservice training and workshops on Approaches to Teaching ESL, Computer-Aided Reading Instruction for LEP Students, and Assessment of LEP Students.

Facilities and Equipment

Institutional resources constituted an enormous contribution made by the University of Wisconsin-Madison to the Multifunctional Resource Center for Bilingual Education. By using existing facilities at the Wisconsin Center for Education Research (WCER) and the School of Education, the MRC bears no direct costs for office space or furniture at its central site and no cost other than supplies and similar costs for actual usage of equipment.

The MRC is centrally located in Wisconsin's capital city. The Wisconsin Department of Public Instruction, with its considerable resources and SEA representative, and the range of Wisconsin state legislative and administrative offices and resources, are all within walking distance of the proposed MRC's home site. The field office at Hamline University in Saint Paul, MN, is also the field office at a central site in the service area: Hamline University has its own considerable resources that are devoted to the education of LEP students and to teacher training, it is within a short distance of the MN SEA offices, and it is within a two-hour car drive of many of the service area's Title VII projects, including some in North Dakota, South Dakota and Iowa.

Resources Available From the University of Wisconsin-Madison

The University of Wisconsin-Madison contains a wealth of intellectual and physical resources available for use by the MRC. The University's library system contains over 20 individual libraries, all of which are connected through a computerized on-line catalog system. As UW-Madison employees, the MRC's staff has access to the system's collections of books, journals, and other media. Their library services, also available to the MRC, include reference and interlibrary loan.

On the campus of University of Wisconsin-Madison, there are three conference centers, which include dining and lodging facilities, near the MRC's home offices. These can be (and have been) used for special events. Meeting rooms are available at no cost to the MRC for its activities.

Computer capabilities that are used to supplement the MRC's own capabilities (see below) include access to computers, technicians, and programmers at the University of Wisconsin-Madison Academic Computing Center (MACC), at the Microcomputer Laboratory operated by the School of Education, and at WCER. MACC is nationally recognized as a computing facility of considerable stature that provides access to a large VMS Vax computer cluster as well as access through InterNet National supercomputing centers at San Diego, CA, and Champaign, IL. In addition to supporting a range of programming languages, the MACC facilities provide contract programming and statistical support. MACC also provides short courses designed to help individuals become computer literate. Staff from the currently funded MRC have taken courses at MACC in data base design, data management, and word processing. Such courses enable the MRC's staff to make better use of the computer systems that they have at their desks. MACC also provides computer equipment maintenance. Such services can back up the WCER's own specialists in the event of hardware problems beyond their capabilities.

Probably the single most important resource that the University of Wisconsin-Madison can provide to the MRC is its faculty who are known around the world for their research, scholarly, and service interests along a range of topics. Governed under the Wisconsin Idea, by which faculty are encouraged to provide service to the state and nation as a whole, faculty from a range of disciplines are accessible to others whose efforts they can support. The currently funded MRC has had many opportunities to call on UW-Madison faculty--from within and outside the School of Education--to meet with them, to provide services gratis to MRC clients, and as human resources for ongoing Center activities. For example, the currently funded MRC has profited from interactions with faculty in the University's English, Sociology, Chicano Studies, Southeast Asian, and American Indian Studies Departments; from within the School of Education, the MRC has called on the expertise of faculty in Curriculum and Instruction, Educational Psychology, Educational Policy Studies, and Educational Administration. Research projects housed in WCER are intellectual resources available to the MRC. Shared missions between the proposed MRC and the National Center for Effective Schools Research and Development and also the Center on Organization and Restructuring of Schools enhances the quality of training that the MRC offers to its clients.

Resources Available Within the School of Education

The Instructional Materials Center (IMC) is housed right next door to WCER in the Teacher Education Building and serves as the School of Education library. Its collection of books, journals, and nonprint media is focused specifically on educational practice across the range of curricular topics. The IMC has the complete ERIC bibliographic database on CD-ROM and the complete ERIC document collection on microfiche. The IMC also has connections through BRS and DIALOG to a wealth of other computerized databases, including BEBA, PSYC, and Dissertation Abstracts.

The Instructional Media Development Center (IMDC) is housed in the Educational Sciences Building. Its resources include support along a range of media development activities. Audio- and videotape equipment for recording and editing, screening rooms, and portable computers with wide screen monitors are among the equipment, materials, and services that are available to the Center and widely used by MRC staff and client visitors.

The School of Education provides a Microcomputer Laboratory on the third floor of the

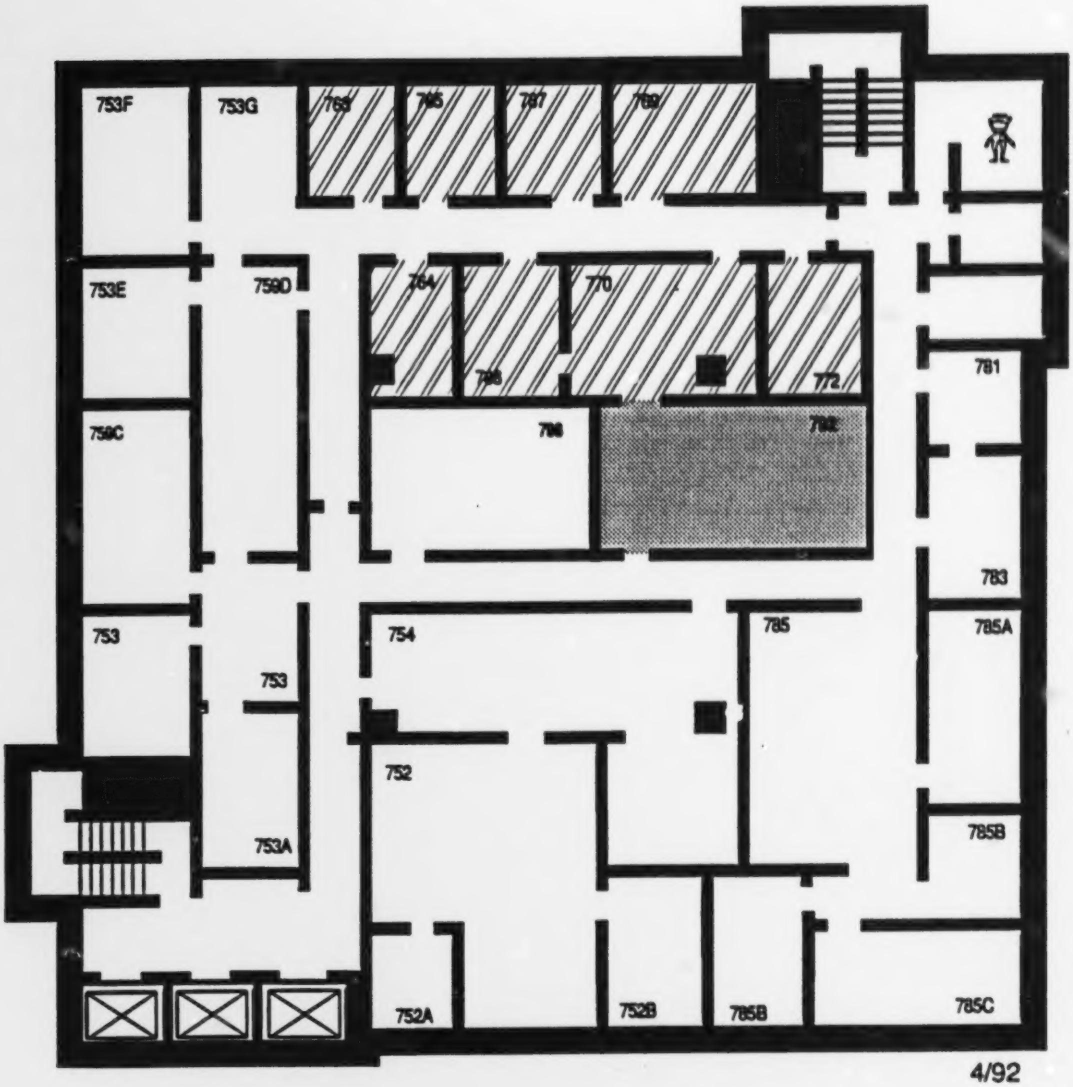
Educational Sciences Building. This Lab contains educational software that is available for preview. In addition to computers from the IBM family, this Laboratory contains Apples, Mackintoshes, and Commodore Amiga Systems. The facility is available for use, at no charge, to School of Education faculty and staff.

Both of these facilities--the Instructional Media Development Center and the Microcomputer Laboratory--have been particularly useful to the MRC as it proceeds in its efforts involving educational technology and the education of LEP students (Task 6).

Institutional Resources Provided by WCER

The Multifunctional Resource Center for Bilingual Education is housed in the Wisconsin Center for Education Research, which occupies five floors (137,580 square feet) of the 13-story Educational Sciences Building on the University of Wisconsin-Madison campus. The building was constructed in 1972 with funds from the state of Wisconsin and the U.S. Office of Education and is shared with four other School of Education departments and service units.

Large and small conference rooms in WCER are available to the MRC. These rooms are wheelchair and otherwise accessible to people who are physically challenged, in keeping with the requirements of the RFP. A small meeting room is right next to the MRC offices on the seventh floor (Figure A, Room 792, 375 square feet). Larger meeting rooms can be found on the building's second and thirteenth floors (Figure B, Suite 247-253, Room 259, and Room 1369A). These rooms, which include facilities for telecommunications conferences, were used, for example, in the past MRC Training Institutes. All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▨ MRC Offices

▒ Shared Conference Room

Figure A. Educational Sciences Building Seventh-Floor Layout

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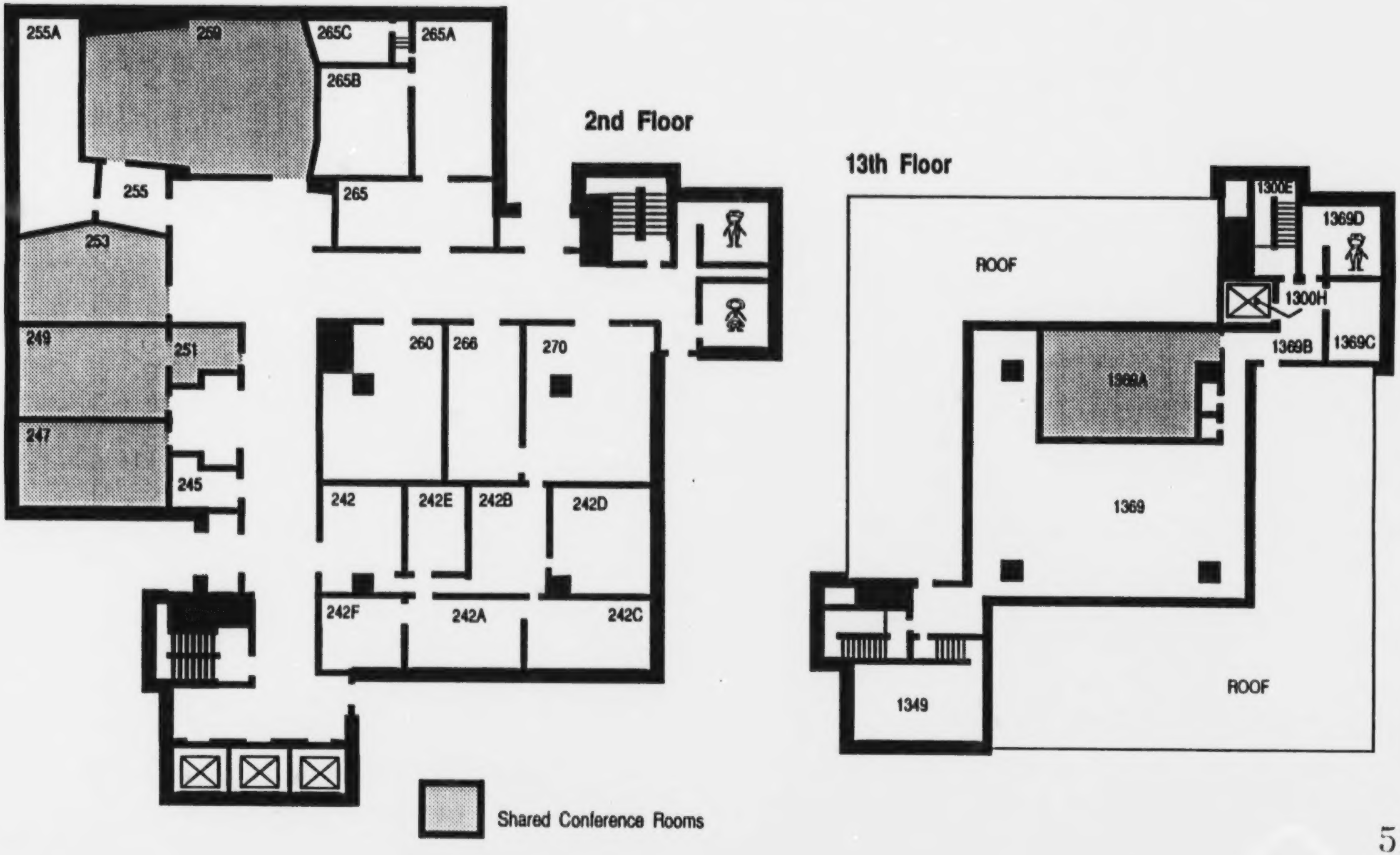
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242E
242B
242D
242F
242A
242C
13th Floor
1300E
1369D
ROOF
1300H
1369B
1369C
1369A
1369
1349
ROOF
Shared Conference Rooms

Figure B. Educational Sciences Building Second- and Thirteenth- Floor Layouts

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of these meeting rooms are readily available and very easily scheduled by projects in WCER; all that one must do is sign up for a room in the WCER Administrative Offices where a master schedule is maintained.

WCER contains an Administrative Services Office that handles most of the Center's processing of internal paperwork for the University of Wisconsin-Madison. This includes coordination and printout of up-to-date budget summaries, processing of staff travel reimbursement, and processing of outside consultant expense and honoraria forms, monitoring of University owned equipment, ordering supplies from approved University vendors, processing of payments for all purchases, maintenance of personnel files, coordination of hiring, and the overall coordination of all other financial matters involving the MRC.

WCER provides copy and mail services at actual cost. Special services, such as preparation of transparencies, shrinking of documents, and lamination of often used workshop materials, are also available through the copy shop. Mail services include not only U.S. Postal Service, but also UPS, Federal Express, and other carriers. WCER also provides FAX services to the MRC at cost; the recent purchase of a high quality fax machine will make possible the transmission and reception of documents that contain graphics as well as text and that can be reproduced with close to laser-print quality.

WCER has an artist-in-residence who specializes in computer graphics, layout, and design. A professional editor provides editorial assistance with manuscripts, and computer hardware/software maintenance specialists troubleshoot computer difficulties and provide regular maintenance of WCER computer systems. Given the number of computers in the MRC, hardware maintenance is an ongoing concern. Hence, the ready availability of these services, which are shared with other WCER projects, provide the MRC with ongoing support at low, cost-effective rates.

Resources Targeted Specifically for the MRC

Madison Home Office

Office space for the Multifunctional Resource Center for Bilingual Education--University of Wisconsin-Madison is provided on the east wing of the seventh floor of the Educational Sciences Building (Figure A). This space includes an office for the MRC Director (Room 769, 180 square feet), six individual offices for the MRC Training and Research Specialist staff and graduate students (Rooms 763, 765, and 767 at 120 square feet each and Rooms 766, and 772 at 150 square feet each), and a common room with a receptionist/secretarial area (Room 770, 300 square feet).

Each MRC staff member have a desk, book shelves, filing cabinet, work table, individual phone with private line, and other furniture as needed to fulfill their jobs for the Center. Moreover, every MRC staff has an electronic mail address that allows him or her to communicate--through the BITNET and EDUNET systems--with people around the campus, at other campuses, and in other organizations that are located around the nation and even the world.

The currently funded MRC has a range of computer equipment. Much of that equipment has been provided by the School of Education out of the University's capital equipment exercises or has been purchased by WCER for use by the MRC. This equipment is upgraded by WCER regularly and includes the following:

1. For the MRC Director: A CompuAdd 423 computer, with 486 processor and 4 meg RAM, 300 meg hard drive, laser printer, color monitor, AT-style keyboard, 2400 baud modem, and connection to the University's ethernet system providing rapid transmission of data, E-mail, etc. on campus and to other locations throughout the world.

2. For each of the Madison-based Training and Research Specialists: 286 or 386SX based computer systems, with 640 KB RAM, 30 MB hard drive/card, 5.25" built-in floppy disk drive, monochrome monitor, AT-style keyboard, an external 2400 baud modem, high quality dot-matrix printer, and connection to the University's E-mail system.

3. At the Administrative Assistant's desk: A 386SX-based CompuAdd system, with 2 meg RAM, 100 MB hard drive, one 3.5" and one 5.25" built-in floppy disk drive, color monitor, AT-style keyboard, built-in 2400 baud modem, a Hewlett Packard Laserjet Series III printer with 2 MB built-in RAM, and connection to the University's E-mail system.

4. For general data management and other purposes: a CompuAdd 386-based machine, with a math coprocessor (80387 chip), 4 MB RAM as extended memory, one 100 MB hard drive, one each 5.25" and 3.5" floppy disk drives, an AT-style keyboard, a mouse, an amber wide-screen monitor, an external 2400 baud modem, and a high quality dot matrix printer.

In order to help the Center with its training and to augment our efforts in educational technology, the MRC has the following equipment for its exclusive use:

1. a portable computer (80286 processor) with 640 KB RAM, 20 MB hard drive, 3.5" floppy disk drive, and high speed modem;
2. a Data Display LCD Panel that allows us to project from a computer screen to an overhead projector;
3. videodisc player with Laser Bar code pen and software that will allow for computer-controlled playback of scenes and interactive training.

These items enable MRC staff (a) to train program personnel on how to use computers and other technologies, (b) to preview software with project personnel, (c) to use interactive videodisc technology in training, and (d) to link these technologies.

At each MRC computer the following software has been installed: MS-DOS version 5.0, Word Perfect Library/Shell, WordPerfect 5.1, DBase III+,[5] and Procom. Selected computers also have WordPerfect in Spanish, Thai and Lao word processing software, and Systat.

The computer hardware and software available for MRC staff enable them to update and upgrade materials for their staff development efforts. Also, the Center's data base management software allows it to maintain data that document the breadth and depth of the Center's activities among its various tasks.

The currently funded MRC has collected, over its seven years of operation, a professional resource collection of nearly 2,000 sets of workshop handouts, copies of journal articles, newsletters, books, manuscripts, audiotapes and videotapes, all of which are directly related to the range of topics for which the MRC provides training and technical assistance, including students dropping out; bilingual and

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[5] This program has been particularly useful for entering and managing data about MRC staff time usage and detailed reports of their activities.

ESL curriculum and instruction; effective teaching; teaching and learning of mathematics and science; educational research on staff development, effective schools, classroom processes, student cognition; reading and literacy; content area instruction; cultural issues and concerns. These materials are available to MRC staff as they provide ongoing services in the Service Area.

Minnesota Field Office

The Minnesota Field Office at Hamline University has access to the facilities, equipment, and services that are available at the MRC's home base site. Moreover, Hamline University provides to that office and staff the computer resources that are comparable to what is provided to the MRC Madison-based Training and Research Specialists: a 386-based machine, with hard drive/card, 3.5" and 5.25" floppy disk drives, color monitor, AT-style keyboard, an external 2400 baud modem, and high quality dot-matrix printer, and access to laser quality printing.

Through our subcontract with Hamline University, the MRC Field Representative has a private office, furnished with desk, book shelves, filing cabinet, and phone. Secretarial, clerical, duplication, and mail services are provided at cost.

Working with colleagues from the University's Continuing Education Program, especially with a group of people involved in bilingual and ESL certification programs, the MRC field staff has access to the support and intellectual resources that these individuals can provide and to the substantial collection of materials in bilingual and ESL education that have been developed by those programs over the past decade. In addition, the MN Field Office staff has access to the University's libraries, meeting rooms, and other resources.

Due to the MRC's close working relationship with the MN SEA, the Center's MN Field Staff has access to many of the SEA's resources, including the SEA's library (which includes the ERIC system), media, and other resources. The LEP Education Unit has an extensive materials and resource collection that fills four walls of a single office. This collection also is available to the MN Field Staff for the provision of services.

Summary

The Multifunctional Resource Center for Bilingual Education, University of Wisconsin-Madison, has access to a wide range of facilities, equipment, services, and other resources. Many of these resources are available at no cost, out of overhead, as an in-kind contribution by the University, its subcontractor, or MN SEA. Costs are substantially less than if the MRC used non-University vendors for the items in question. Thus, the Center is able to focus its attention on its fourfold mission and scope of work (as discussed in the preceding narrative sections) in a timely and cost-effective manner.

DESCRIPTION OF TRAINING AND TECHNICAL ASSISTANCE PROVIDED

Multifunctional Resource Center for Bilingual Education, University of Wisconsin-Madison, provides two main classes of services: training and technical assistance. Each of these is described in the following narrative, together with specific combinations of these activities in order to develop institutes, service clusters, and intensive field-based staff development.

Technical Assistance

Technical assistance, also known as consultative assistance or consultation, can be thought of as the giving of advice. It requires the transmission of information. Technical assistance entails the clarification of issues, the further development of ideas, and/or the exploration of alternative responses to the issues that gave rise to the need for service. By its nature, technical assistance involves interaction with an individual or, at most, with a small number of clients. Other forms of advice-giving, such as providing information or referring an individual to another individual or agency, are also technical assistance.

The following listing provides a more detailed definition of those activities that were provided as technical assistance:

1. Consultative Assistance: The MRC SA6 trainers were available to consult with teachers or project directors either at the Center or at the local educational agency. These consultations covered a broad range of needs pertaining to any component of the capacity building process. Sometimes, rather than providing direct help, the trainers facilitated the technical assistance process by linking teachers with outside resources.

2. Curriculum Consultations: MRC SA6 trainers worked with teachers in developing or adapting curriculum to meet special classroom needs. The preferred location of this activity is the Center to utilize the multitude of available resources. But, some assistance was done onsite, as in Dearborn, MI, and Bottineau, ND.

3. Materials Development Assistance: MRC SA6 trainers were available to give special help and suggestions for developing, selecting, or adapting instructional materials.

4. Clinical Observations: MRC SA6 trainers were available to observe teachers in the classroom and provide specific feedback. The actual observation was always preceded and followed by consultation.

5. Follow-up: After attendance at statewide, regional, or local workshops and institutes, MRC SA6 trainers were available to provide follow-up in classrooms to help teachers apply the learning of the workshop to specific classroom situations.

6. Training Trainers Assistance: During the capacity building process, Title VII LEA staff increasingly became more involved in local training activities as workshop leaders and trainers of teachers, aides and parents. MRC SA6 trainers were available to provide direct assistance to local staff in the planning and implementation of workshops.

7. Title VII Technical Assistance: The MRC SA6 trainers were available to assist project managers meet federal and state standards regarding project management and documentation and evaluation. Such activities were coordinated with the EACs.

8. Classroom Demonstrations: MRC SA6 trainers were available to go into classrooms and demonstrate specific instructional management skills and teaching techniques focused on limited English proficient students.

9. Materials/Films/Videotape Matching: MRC SA6 trainers were available to search out appropriate materials, audiovisual or printed, to meet a client's specific needs.

10. Credit-Granting Facilitation: MRC SA6 trainers maintained ongoing communication and working relationships with IHEs. They were able to facilitate linkages between such

> credit-granting institutions and LEAs to provide, through MRC training sessions or IHE program, programs and courses to help meet state and local certification requirements.

Most commonly, technical assistance was provided by phone, by mail (for follow-up), and in conjunction with some other activity being conducted by the Multifunctional Resource Center. Over the past six and a half years, we have found that technical assistance, when provided to project directors, can help them plan for the growth and development of their staff, of other school personnel, and of parents of LEP students. The second most common type of technical assistance has occurred during visits to classrooms as part of a training activity. In this case, teachers received coaching and advice that helped them improve how they teach their students. Finally, MRC clients were welcomed to visit the Center or its field office in Minnesota to receive technical assistance.

Training

Training involved providing information to a large number of people on a particular topic. Training was guided by the development of a specific agenda for the activity in question.

Training varied in its formality. Training workshops included give-and-take between participants and the presenter. They usually include activities that helped develop the points being made. Training seminars included a number of presenters, usually engaged in discussion on a common theme. On occasion, seminars included the entire audience. Their structure allows for a very free-flowing discussion of topics. Lectures and speeches are more formal types of training, in that the presenters have prepared talks from which they stray very little. Audience participation, if any, was usually restricted to the end of the session.

Training institutes and conferences were composed of workshops, seminars, lectures, and speeches. Whereas the first four kinds of training activities may last from an hour to half a day, the latter two may run the course of one or more complete days, and they would draw larger audiences. Typically, institutes were designed around a narrower theme than are conferences, and the presentations were intended to be related, if not to build on each other. Conferences, on the other hand, were based on very broad themes, and presentations were tangentially related, if at all.

Finally, academic courses were the most long-term forms of training that carry with them degree-related credits. Courses included a wide range of alternatives. For instance, traditional courses have been conducted in a formal, classroom setting. Some innovative courses included field work, coaching, open-ended discussions among the participants, and the shifting of the teacher's role from dispenser of knowledge to that of collaborator and coworker.

Over the past six and a half years, the MRC's most common form of training has been provided to more than one district at a time, i.e., multidistrict training. In this case, training was planned closely with and hosted by a specific district. However, the MRC tries to ensure that surrounding districts were invited to attend the actual training activity. We recognize that in North Dakota and South Dakota, where districts are geographically nearby, this particular mode of training was possible to implement.

Service Clusters

A service cluster in terms of the MRC's staff and program development efforts can be thought of as an analog to the notion of service clusters used to describe those services that LEP students receive from their schools (Young, Hopstock, Goldsamt, Rudes, Bauman, Fleischman, Burkheimer, Zehler, Ratner, & Shaycoft, 1984; Young, Shaycoft, Hopstock, Zehler, Ratner, Rivera, & Rudes, 1986). Services for LEP students were broken down into their constituent activities, including tutoring, ESL support, self-contained classroom activities, and so forth. Yet, what Young et al. found was that all possible combinations of such constituent activities did not take place. Rather, groups of supplementary services seemed to co-occur. These groups formed empirical clusters, which were united by their similar contexts and goals for instruction. For example, where there were few certified bilingual teachers, or where students from a range of language groups attended school, or where there was a very strong philosophic commitment to developing English language skills as quickly as possible, services for LEP students would cluster around English as a second language instruction and classroom approaches that relied heavily on ESL. Alternatively, where a program was situated in a homogenous ethnolinguistic setting, or where there was a strong philosophic commitment to developing dual language literacy, program services tended to make greater use of certified bilingual teachers and of individuals who were competent in the common non-English language.

A service cluster, in other words, *is an empirically occurring set of activities that have a common purpose (or set of purposes) as their unifying theme.* A service cluster represents an ecologically valid response to a perceived set of problems, issues, and concerns. It develops from the tacit consensus among an organization's key players that this is how things "should" be done.

The idea of a service cluster also seems applicable to the MRC's program and staff development efforts. The constituent components of such efforts are the Center's training and technical assistance services. Training and technical assistance can vary along a range of structural dimensions: topical content, how much time is spent in the activity, number of participants, type of participant involvement.

Yet groups of efforts did seem to occur. These typically were focused around a single topic and involve the interplay of various sorts of training and technical assistance episodes. Over the past six and a half years, staff from the currently funded MRC have visited individual school districts to conduct training workshops. Initially, the staff member would spend some extra time visiting with the Project Director, visiting classrooms, meeting with individual teachers and/or teacher aides, and so forth. Our original plan had been to develop the staff member's own knowledge of the Service Area as well as to carry out some informal technical assistance on an ad hoc basis. What occurred, however, was that the visit took on a focus and direction of its own. The MRC Trainer would engage in a series of interrelated episodes that built on each other and that revolved around a common felt need or theme.

For example, sometimes a Project Director would use the Trainer's visit as an opportunity to discuss concerns and issues related to program development and management. The Director might introduce the Trainer to other District Administrators and use the visit as an opportunity to discuss how the program was meshing with other of the LEA's educational programs. The MRC staff member would be called on to provide some rather specific forms of technical assistance around themes of program development. Alternatively, when classroom visits preceded a scheduled workshop, teachers would request and receive feedback concerning their lessons, their in-class activities, and teaching behaviors. Such interactions would lead to modifications in the planned workshop so that the Trainer would specifically refer to what she/he had seen in the visited classrooms and note particularly interesting teacher efforts.

To describe such a visit solely in terms of its constituent training and technical assistance episodes misses how these episodes were organized and how they meshed together. Yet our purpose in using the notion of service clusters for staff and program development goes beyond noting their existence. *We consciously used service clusters as an organizing principle around which to structure the bulk of the MRC's program and staff development efforts.*

The use of service clusters for organizing the MRC's services is consistent with the research on staff development. That literature suggests that, for staff development efforts to succeed, there should be an organizational alignment concerning the reasons why the staff development activities are offered in the first place and that there should be support for such efforts among key players. Moreover, support for the particular focus should be expressed in a variety of ways and should occur in the actual day-to-day functioning of the school and its classrooms. An MRC service cluster fits these criteria. First of all, a training workshop would be organized around a specific topic. The actual structuring of that workshop would be negotiated between the Trainer and the Project Director in terms of attendance, length of time, method of delivery, and so forth. What occurred during the site visit prior to and after the workshop would be used to ensure the alignment of expectations, to prepare participants for the training session, to bring events from the life of the organization into the training workshop, and to support that effort afterwards. The variety of technical assistance episodes would all support the training in an ecologically valid manner.

This use of service clusters would indicate that travel for training workshops will last longer than just the scheduled training. Rather, it included time for prior visits and for follow-up in class (or onsite) activities. Such activities also included coaching, informal discussions with teachers after their working hours, sharing of reading materials, and other forms of follow-up that might take place from the MRC, by phone and/or by mail.

Virtually all of the current MRC's staff development activities were organized around this notion. We have found it to provide us and our clients with a powerful and more coherent way of thinking about the MRC; i.e., not just as the provider of one-shot, after school workshops, but as the provider of comprehensive services that are centered on program improvement and pedagogy.

Intensive Field-Based Staff Development

Another notion that drove the MRC Service Delivery Plan was taken from the staff development research and from our own experiences over the past years. According to the literature, staff development effort should be focused on a single theme and it should take place over time. The one-shot workshop--even when it lasts a day--has been found to have limited impact.

We do acknowledge the consistent finding of some rather impressive changes and improvements that have taken place when staff development efforts were concentrated. Thus, we conducted intensive, year-long training on a single topic involving projects who requested it, such as Detroit and Dearborn in Michigan; Wisconsin Rapids and Beloit in Wisconsin; Sioux City in Iowa; Bismarck in North Dakota; and Wanblee in South Dakota.

The Delivery of Intensive Field-Based Staff Development

We organized our intensive staff development efforts according to our notion of service clusters. These clusters lasted a week each and were scheduled to take place over the course of the year.

Each site visit for the provision of intensive staff development services lasted three to five days. The MRC staff member visited schools and classrooms in which the LEA's program operated. She/he was an unobtrusive observer in an effort to determine how the classrooms are organized and how instruction is provided to LEP students. The MRC Training and Research Specialist shared reading and resource materials with teachers and their aides. He/she provided feedback to teachers when they requested it. Informal discussions on the topic took place during teacher breaks or after school. On occasion, the Trainer would demonstrated how a particular idea works by modeling it in the classroom, or with a small group of students, or with a single student. In general, MRC staff served as an ongoing resource, as a sounding board, and as a coach to a school, more than one school, or an entire program depending on who the participants were.

At all times, the staff member was an unobtrusive observer, a guest in the building and classroom. Formal workshops were planned and delivered as part of these efforts. Follow-up to ensure transfer of learning was part of this activity. In some cases, future workshop series for next year were scheduled based on intensive field based staff development.

Currently, Program Directors from Wisconsin, Michigan, Iowa, North Dakota and Minnesota have expressed interest in such a long term training commitment by the MRC. The Detroit Public Schools, which recently hired a new superintendent, are placing great emphasis on local school empowerment and decision making. A key component of this effort is staff development for the teachers to make relevant decisions about curriculum and to improve their teaching methods. Specifically targeted in the district's efforts to improve its schools are those schools that enroll large numbers of LEP students; the currently funded MRC's services are featured in the District's plan.

The Bismarck, ND, schools are targeting middle-school at-risk children in an effort to improve their achievement in mathematics and science and to reduce the likelihood that they drop out of high school. These efforts include the district's schools enrolling LEP students. They have specifically asked the MRC for assistance in developing their program.

Several districts in Wisconsin are targeting training for mainstream teachers to be sensitized to culture and new methods for teaching LEP students.

Finally, the Minneapolis Public Schools are shifting to site-based management for schools and a comprehensive program of services for all students that is known as the Collaborative Service Model. That model, which is school based, relies on everyone in a school assuming the responsibility for each student's total educational program. This entails coordination not just among the various categorical programs (and their teachers) but also among the classroom teachers in each school.

The Role of Research on Staff Development

The Center's services were based on current theories and research involving second language acquisition, child development, effective schools, adult learning, and school management. We did this in two ways. First of all, such topics served as the content of our services. Thus, we provided workshops on issues in effective schools or school reform and the implications of those efforts for the education of LEP students.

Second, we were informed by this research as we shape our own efforts. Thus, for example, we made every effort to ensure that our workshops respect the participants as thinking people who have immediate concerns and practical issues. Insofar as these concerns are addressed in the training, participants are more likely to actually implement our recommendation. According to the literature on adult learning, participants who resist our recommendations for practice may (a) hold beliefs that are contrary to our recommendations or (b) work in social conditions that do not allow for our recommendations. Under such circumstances, it is important to work with individuals to understand their situations and to create mutually acceptable solutions for their concerns and problems. The following list of guidelines for our training and technical assistance services is drawn from the literature on staff development:

1. Joint planning of inservice by all of those affected by the decisions were encouraged. Staff development activities tend to be more effective when participants have taken part in planning the objectives and activities. Objectives planned by the participants are perceived as more meaningful, with a higher degree of clarity and acceptance.

2. The content of inservices responded to the actual assessed needs of participants to the extent possible. Effective staff development practices are based on continuous assessment of participants' needs. As their needs changed, the activities were adjusted accordingly.

3. Teachers, classroom aides, parents, and administrators were viewed as skilled professionals who bring their own unique abilities to inservice sessions rather than as individuals who lack necessary skills. People like to be recognized as valued, competent, liked, and needed. Staff development activities that view each participant as a resource are more often responsive to participant needs.

4. Title VII project directors were encouraged to integrate and institutionalize their training plans into districts' overall inservice plans. District level support needs to be visible.

5. The exact nature of the planned activities, convenience to participants, and cost-effectiveness were the major determinants of inservice location.

6. Title VII project directors were encouraged to hold training activities during the school day with released time when possible. Staff development activities that take place after school have less of a chance of being successful than those offered when participants are fresh.

7. Inservice objectives were highly focused and precisely specified to prospective and actual participants. More successful staff development activities appear to be those that are geared toward a relatively narrow grade level range; a specific topic; a specific set of skills; a plan that is ready for immediate use; or a set of instructional materials that translate into practice.

8. Where appropriate and feasible, differentiated training experiences, rather than common activities for all participants, were conducted. Different educational experiences for participants at different stages of their development are more apt to obtain their objectives than programs in which all participants emerge in common

activities.

9. Self-initiation, self-design, and self-instructional activities were encouraged. If a participant has chosen to become involved in an activity, there is a far greater likelihood that the experience will be meaningful.

10. Teachers, classroom aides, parents, and administrators were encouraged to participate as leaders who plan activities, serve as tutors and discussion leaders, and provide feedback and assistance to each other, utilizing a collaborative learning approach.

11. Active participant involvement were encouraged. When hands-on experiences with materials, active participation in exercises that will later be used with students, and involvement in small group discussions are used, participants are more likely to apply learning.

12. Lectures involved frequent references to day-to-day problems and were tied to relevant examples based on individual situations.

13. Problem-solving strategies were utilized where appropriate and feasible. Learning appears to be enhanced when peers can share similar concerns, problems, and solutions.

14. Presenters expressed enthusiasm and displayed a keen awareness of client needs. Successful staff development activities are those in which the presenter addresses the subject from the participants' point of view. The presenter's expertise also plays a role, as does his/her ability to convey genuine enthusiasm for the subject.

15. The learning environment was optimal, whenever possible. More successful staff development activities take place within a low threat, comfortable setting in which there is a degree of psychological safety.

16. Workshops provided opportunity for practice and feedback. Staff development activities that include demonstrations, supervised tasks, and feedback are more likely to accomplish their objectives than those activities that expect participants to store skills for use at a future time.

17. Workshops provided for continuity and follow-up. Staff development activities that are thematic and linked to a staff development plan or a general effort are more effective than a series of one-shot approaches on a variety of topics. Opportunity to become involved in follow-up sessions motivates participants.

18. The building principal (if applicable) was encouraged to play an active role. Active means that the building principal should be a participant in all of the activities in which his/her teachers are involved.

19. Presenters stated expectations. Participants in staff development activities should know what they will be able to do during the activities and when the

experience is over.

20. Where needed and requested, staff development activities were awarded college (or other kinds of) credit. This is a Title VII staff development priority governed by Public Law 100-297, Section 7021(f).

The MRC also began its training and technical assistance efforts with the refinement of each project's long-term goals for (a) student learning and (b) program development. Thus, the MRC shaped its services to the needs of each project and did not enter a district with a predetermined agenda. Based on our initial understandings of the goals for a project, we then recommended staff development and other activities to help the project attain those goals.

Cost Effectiveness of Services

We scheduled major workshop and training events to be centrally located. The MRC conducts regional and statewide workshops so that staff from multiple districts can attend them. We selected core topics for these workshops, since we know that there is an ongoing demand for them. Moreover, by offering the same topic at different sites around the same state, we made it convenient for teachers, aides, and parents to know when a given topic is being offered and that it will be offered nearby.

The MRC coordinated with the SEAs in its service area for publicity involving its multidistrict training efforts. For example, the Iowa SEA publishes a yearly calendar of workshops. The Michigan, Minnesota, and Wisconsin SEAs mail out announcements of upcoming training to all of their state and locally funded projects. We coordinated our efforts with the North Dakota and South Dakota SEA representatives who also stay in touch with their own local projects. Finally, we invited the professional organizations in each state (e.g., the local affiliates to the national TESOL, NABE, or American Indian education organizations) to disseminate schedules of MRC training activities to their memberships.

Degree and Credential Coursework For Staff Development

The MRC assisted LEAs to identify teacher needs for degree oriented activities. When such activities fell within the scope of MRC services, we made every effort to coordinate our activities with local IHEs.

For most certified teachers in Iowa, Michigan, Minnesota, and Wisconsin, the obtaining of degree oriented credits is not as pressing an issue as their obtaining clock hours and similar sorts of credits that count toward their career ladders. Teachers already have degrees and certificates that enable them to work with LEP students--many have master's degrees due to their fulfilling LEA education requirements. What we have found most teachers to be interested in are clock hours, or some equivalent.

For instance, the Iowa SEA requires a certain number of clock hours of inservice teacher education on issues related to multicultural education. In Michigan, Minnesota and Wisconsin, teachers and staff are expected to engage in similar sorts of staff development. The MN SEA requires 18 contact hours of inservice training for all teachers who do not have ESL or bilingual certificates and who will be providing services to LEP students for the first time during the current school year. These credits are the ones that teachers have typically been most interested in. We made every effort to provide teachers with such credits in our services through our coordination with the SEAs in our service area.

There were teachers in Michigan and North Dakota (which has just implemented an ESL/Bilingual Education endorsement) who were interested in degree oriented credits. In addition, we helped bilingual teacher aides interested in such credits to receive accredited training from the MRC in conjunction with local IHE.

We found that many LEA projects are deeply concerned about the careers of their teacher aides and have actively encouraged them to seek credits for degree purposes. SEAs are also concerned about moving teacher aides into teaching positions. For instance, the Michigan SEA and the currently funded MRC collected a list of names and addresses of paraprofessional staff in the state's bilingual and migrant education programs. The SEA mailed this list to teacher training institutions throughout the state in an effort to help these IHEs better target their efforts to recruit minority student teachers. The impact of that effort is not yet known.

One of the more interesting examples of a project encouraging teacher aides to pursue degrees involves the Bay City (MI) Schools, which have made enrollment in such a program a condition of employment for its teacher aides and other paraprofessional staff. The Bay City Schools have made a commitment that any aide who finishes a program with certification is guaranteed a teaching position in that LEA. Courses are offered in conjunction with nearby Saginaw Valley State University. That effort has taken years of careful planning, cajoling, and coaxing by the former Director of that project who has since retired. Happily, this effort is still functioning and the MRC was able to assist in the training.

There were other efforts to obtain credits for teacher training efforts in this Service Area. For instance, when the Minnesota SEA held a series of three-day regional workshops around the state, credits were made available through Mankato and Moorhead State Universities--the local IHEs. In Michigan, Wayne State University and Eastern Michigan University have provided credits for teacher aides who participate in the Annual Bilingual and Migrant Education Conference. In Minnesota, advanced ESL teachers participating in an Institute sponsored by the Saint Paul schools have received advanced graduate credit through Hamline University. We have coordinated our own efforts with the institutions that have granted these credits.

We sought different ways of acknowledging participation in the MRC's staff development activities as per these internal guidelines.

> **Provide a certificate of completion.** Individuals who participate in a workshop that lasts at least a full day receive a certificate of completion to document that participation. Teachers could use such certificates to document their fulfilling of LEA and SEA mandated staff development requirements. Parents might be able to use them if they seek employment in schools.
>
> **Provide SEA-approved clock hour credits.** For preplanned and SEA-preapproved inservice

activities, the MRC obtains SEA-approved CEUs for participants.

Provide continuing education credits through an IHE in the state where the service is being provided. The University of Wisconsin System provides continuing education credits for individuals who participate in sanctioned staff development activities. How these are treated varies from LEA to LEA, and there is a fee involved. We make such credits available for our major activities in Wisconsin. We work with IHEs in other states--Hamline University in Minnesota, for example--to obtain similar credits for major training that is conducted in that state.

Provide full degree-based credits through an IHE in the state. Currently, we are investigating this option in the University of Wisconsin-Madison. One method is to offer credits through the Department of Curriculum and Instruction or through the Department of Continuing and Vocational Education. This option would entail the creation of a specific course, passing it through the Department's approval procedures, and including formal course work as part of the activity for individuals who sign up for such an option. The most likely activities for which we might provide such optional credits would be the MRC's intensive field-based staff development activities. These activities would entail sufficient contact time and would have enough depth to justify offering formal course credits to participants who would want to enroll. We will investigate with other universities in the service area the possibility of their granting degree-bearing credits to MRC services that meet their institutional requirements for credit.

Guest lecture at IHEs for existing courses on issues in the education of LEP students. Over the past six and a half years, MRC staff have been guest lecturers in many IHEs for teacher certification and inservice courses. These have ranged from regular methods courses (e.g., reading methods) to courses that are focused on special certification programs (e.g., ESL, bilingual, or special education certification). The MRC continued to provide guest lecturers for such courses during the 1992-1993 contract year.

We were pleased to collaborate with the other IHEs in the service area by coordinating their granting of degree credits with MRC staff development activities. One of our reasons for pursuing this option within the University of Wisconsin System is that the provision of such credits through the University would provide a certain legitimacy to those activities. We would hope that other IHEs saw the collaboration with MRC SA6 as an opportunity to extend their missions in new and innovative ways.

PART III

OUTCOMES AND ACCOMPLISHMENTS

PART III

OUTCOMES AND ACCOMPLISHMENTS

The following narrative contains a discussion of the results achieved within each of the six stated assigned to MRC Service Area 6. A summary of the major accomplishments and training activities for each state will conclude the discussion. Prior to the discussion of significant training activities, a general report of progress made in service is provided. Immediately following all of the state summaries, a detailed analysis of Service Area 6 clients' responses to MRC services, as indicated in session feedback forms is provided. Ways that the Center has integrated these responses into its operation and evaluation of the staff are highlighted. Issues related to measuring long-term impact are also discussed. A sample summary of the raw data collected from the workshop evaluation forms can be found on Attachment A. Evidence of appreciation for the services the MRC has provided to clients in the form of letters from the field appears in Attachment B (a sample of letters selected at random).

Each of the six states in Service Area 6 is unique in terms of level of sophistication of the programs and individuals serving LEP students. The ethnolinguistic composition of LEP students needing priority services has evolved in SA 6. Southeast Asian students such as Hmong, Cambodian and Laotian, require that experienced bilingual and ESL teachers re-think and re-tool their teaching skills and methodology to best instruct students from a culture and language different from the Hispanic and Vietnamese populations of previous years. Similarly, Eastern European and Middle Eastern migration have necessitated new training for teachers and re-allocation of local, state and federal resources. Service Area 6 also has a large number of Native American Title VII programs which present their unique learning environment, with a student population where adolescents are affected by traditional customs but whose behavior only reflects the clashes with modern U.S. culture influences, resulting in a self-defeating lack of school achievement.

The topics for in-service training coincide with the level of training needs of the participants, having in consideration the cultural and linguistic factor stated in the above paragraph. As per the new directives and current MRC contract, administrators have been engaged and consultations and training have been targeted for them. Other administrative and/or special staff such as counselors, special education personnel, central office coordinators and the like, have also participated in MRC training. The MRC integrated the Task 6 assigned area of Education Technology to the training provided. All six states have been provided with workshops in the use of technology in the classroom. North Dakota and South Dakota projects with Title VII funded computer labs benefited by in-depth training on how to integrate technology into the regular curriculum. An added benefit was that teachers earned graduate credit for these workshops.

The National Goals were addressed throughout the MRC training services, and college credit was offered to participants in Michigan, Wisconsin, Minnesota, North Dakota and South Dakota. Iowa, with a new focus on bilingual and ESL teacher requirement, will offer an opportunity for the MRC to plan for training for next year, in collaboration with local IHEs, that will generate the required credits.

The MRC has witnessed program improvement and greater awareness and knowledge among teachers who serve LEP populations, including mainstream teachers. Credit-granting training has increased in popularity, due to the changes in state standards for services to LEPs and certification of teachers serving those students. There has been an awakening within the state legislature in Wisconsin about the government neglect of LEP populations, and the WI SEA has been directed to do something about it. The MRC has worked diligently to provide SEA/MRC training to the districts in Wisconsin, informing them of ways that they can plan, design and implement programs of instruction for the diverse LEP population.

Parent training continued to be a priority in Michigan, Minnesota and in the Dakotas where the Indian community at the reservation has a voice and vote on how the schools are run. Similarly, teacher aides training has taken place in all of MRC Area 6. Parents, aides and community are always invited and in most instances participate in MRC training events.

Following is a narrative summarizing training and accomplishments by state.

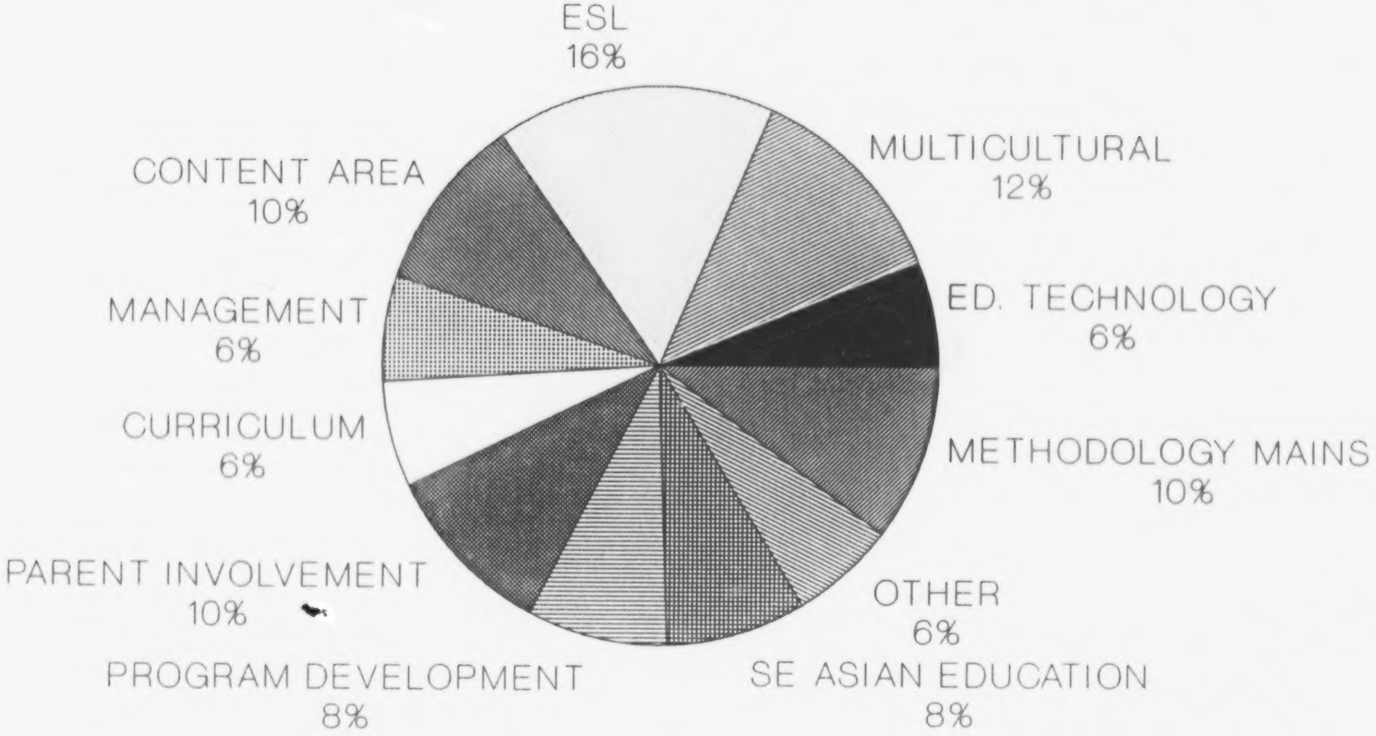
MRC ACCOMPLISHMENTS IN IOWA

The state of Iowa had seven transitional bilingual education projects during the 1992-1993 school year. Marshalltown Community Schools and Sioux City Community School District completed their first year of funding. Storm Lake and Davenport Community School Districts were in their third year, and West Liberty, Columbus Junction, and Cedar Rapids Public schools completed their fourth year of funding. The LEP students served in Iowa are predominantly Spanish, and this is reflected in the enrollment of these Title VII programs. However, it should be noted that LEP student speakers of Lao constitute the largest population in Storm Lake, followed by Spanish. Similarly, in South Tama, the overriding student population is American Indian, followed closely by Spanish LEPs. Vietnamese and Spanish are almost equally represented in the schools in Davenport. Cedar Rapids has more Southeast Asian students, mainly Vietnamese, than Spanish. The largest school district, Des Moines, has the greatest concentration of LEP students speakers of Southeast Asian languages and Spanish; however this district does not have Title VII funding. This is true of various public and non-public schools in Iowa. For this reason, the MRC SA6 UW-Madison has tried to give technical assistance through the Iowa SEA and has conducted statewide and/or regional training activities, for multidistrict participation, in order to maximize the limited resources. At the same time, the MRC has tried to provide intensive follow-up training to selected districts in order to concentrate services where it is most needed. On subsequent years, similar allocations may be done to other districts deemed most in need.

During Contract Year 1992-1993, clients in Iowa received 28 workshops, two intensive field based trainings and 176 instances of technical assistance (See Figure C for topics covered). The training was distributed as follows.

FIGURE C

TRAINING BY TOPIC
IOWA



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Two workshops were conducted for South Tama for mainstream elementary and secondary teachers. This was in response to their identified need of having the regular teachers understand how the LEP students in their classroom acquire English, their cultural differences and how to best teach them.

Storm Lake, site of a program for Laotian students, received also two presentations on concerns and issues when teaching students and another on cultural practices of the Lao (similarities and differences with American practices). Teachers, aides and administrators benefitted by participating and later implementing some of the suggested strategies. During the Summer, MRC staff trained teachers in methodology for teaching early childhood programs

An inservice day was conducted in Marshalltown for school administrators and mainstream teachers on appropriate topics answering to their needs of how to work with LEP students in the mainstream classroom. Fifty-eight professionals attended the all-day institute.

MRC staff worked closely with the SEA to develop the state regional staff development training events. Scott Jones, of the MRC staff, was asked to be a member of the State Advisory Council. He has presented to the State Board on bilingual and alternative programs of instruction and about the services available from the MRC. Scott Jones, Mary Diaz and Minerva Coyne have submitted articles to be published in the Iowa Bilingual/ESL Newsletter from the Iowa SEA.

Other work with the Iowa SEA included the editing of the state annotated curriculum resource book for teaching ESL; an intensive onsite study of the programs and resources for LEP students in two districts (Des Moines and Fort Dodge), communities who are heavily impacted by a multicultural school population and who are preparing to apply for Title VII funds. This review considered the shared beliefs and vision statements to determine how the present program can adapt to meet the new goals of the future. Upon closure, district staff was optimistic that the process will lead to more effective programs for the limited English proficient student.

A workshop for K-12 instructional staff was conducted in Des Moines, on how to integrate language and content area instruction in ESL programs.

Sioux City Public Schools requested, and was nominated by the SEA, to receive intensive training during the past school year. Besides numerous instances of technical assistance and planing meetings with the administrators, the district personnel received training in: instruction of LEP students in the mainstream classroom; motivating students to stay in school, a workshop for parents and instructional personnel; cross-cultural sensitivity, taking a look at the differences and similarities between the mainstream U.S. culture, the Hispanic, and the Southeast Asian cultures; teaching study skills, discussing ideas and strategies on how to help students with Math, Social Studies and Science assignments; reading strategies for LEP students, encompassing teaching techniques, foundations for language and literacy learning and the learning processes LEP students go through to learn how to read; prejudice reduction and cultural awareness for administrators, board members and teachers; second language acquisition, whole language approach and cooperative learning as considerations when teaching ESL. The outcomes of this intensive effort has been very positive, as per anecdotal evidence, letter from the Title VII administrators, visits to the classrooms, where training has been transferred to practice, requests for follow-up workshops, and by self-reporting on the changed school environment as a result of increased knowledge of the different cultures, and on how LEP students acquire a second language and learn subject matter. The impact on parents was visible on a renewed involvement in the school, community, and as tutors of their children. As a result, parents have reported a decrease in discipline problems at home and at school. A positive effect on teachers has been their request for continued workshops for next year to build on the knowledge acquired this year.

In order to reach out to public, non-public, federal or state funded school districts with LEP students, the MRC, in collaboration with the SEA, has conducted multidistrict training, in the form of statewide conferences where administrative, instructional and support personnel participated. EACs and other educational agencies collaborated and presented during these events. MRC staff presented on:

educational technology, interactive video for language learning; education, communication and public relations, working with administrators; using cooperative learning in the culturally diverse class; accentuating the positive, valuing the LEP students as a multicultural and linguistic resource.

Administrators were also targeted during the MRC Regional Workshop, where training was conducted on Native American culture, educational technology, networking and interagency collaboration.

Another multidistrict regional training was conducted for administrators during the Summer in collaboration with the SEA, covering the area of effective programs for LEPs, its design and implementation, as well as identification of appropriate resources to support the program.

Summarizing, MRC worked collaboratively with the SEA and other local and federal agencies to plan and implement selected consultative and training services to personnel dealing with the education of the LEP students including administrators, teachers, aides, parents and community members. The training covered a balanced and wide range of topics in culture, communications, methodologies, language acquisition, literacy, early childhood education, parent education, educational technologies, intensive field based training, innovative approaches, and effective program development.

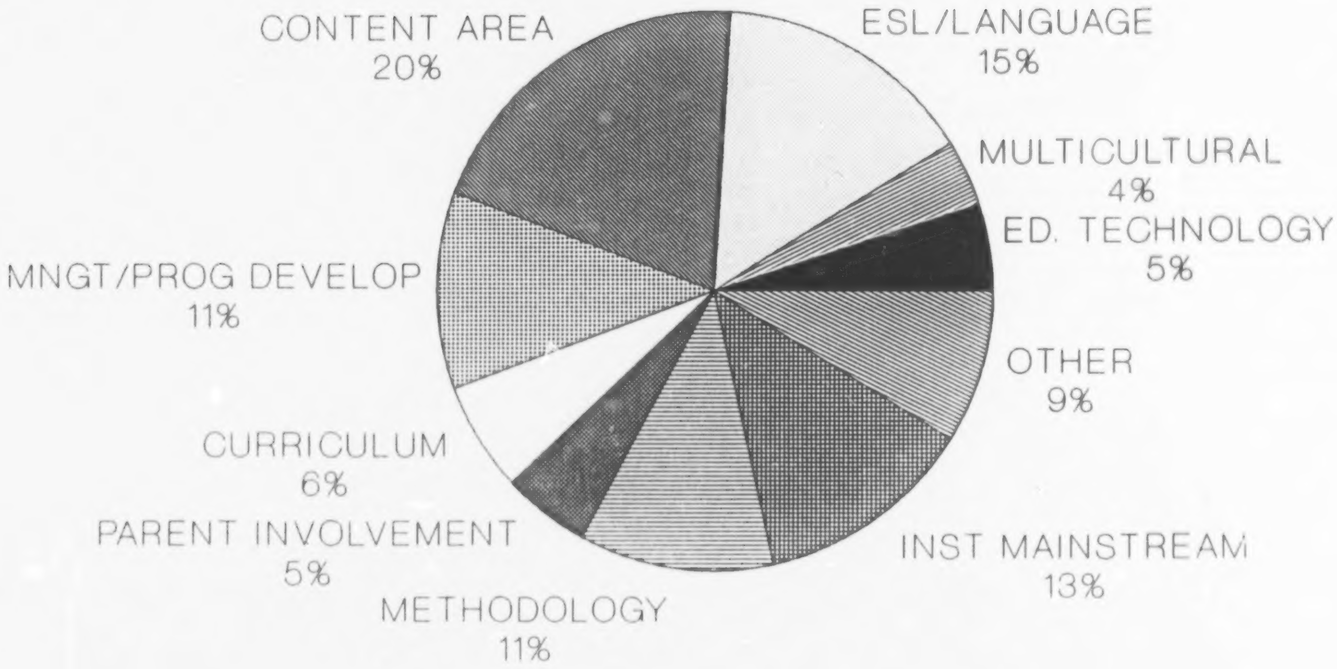
MRC ACCOMPLISHMENTS IN MICHIGAN

Michigan is the state with the highest concentration of LEP students in Service Area 6 and, not surprisingly, it has the largest numbers of programs of instruction funded by Title VII, as well as by other local sources. During the year covered by this report, Michigan had: seven Transitional Bilingual Education programs; seven Special Alternative programs; and one developmental Bilingual Education program.

The MRC provided a total of 79 workshops and 509 instances of technical assistance (See Figure D for topics covered). It worked closely with the SEA in providing multidistrict training such as Institutes for Instructional Assistants; it collaborated in planning and implementing statewide conferences;

FIGURE D

TRAINING BY TOPIC
MICHIGAN



and most importantly, MRC staff provided training and assistance to Michigan administrators, during SEA-sponsored Administrators Council meetings and institutes.

Teachers and aides in Flint Community Schools received training on the implications of the new Math standards when teaching LEP students. Through lecture and hands-on activities, the teachers were able to grasp the concept and the practical aspect of it, while taking with them several instructional activities they later used in their classrooms.

At the request of Farmington Public Schools, MRC staff trained bilingual instructional assistants in communication skills applicable to their relationship with the teacher, as well as when working with groups of students.

Mainstream teachers in Oakland participated in a practical workshop on how LEP students learn, language and content, considering background culture and past school experiences. Teachers were given techniques and strategies to best reach, motivate and instruct LEP students in a mainstream milieu.

Bilingual teachers were given training in elementary instruction methodology in Avondale, MI. Of special value was the presentation of the cultural implications in terms of curriculum content and materials and how to best adapt methods and techniques as well as instructional materials to the needs of the young LEP students.

High school mainstream teachers in Holland, received training on practical ideas for modifying content area lessons and also on background information on second language acquisition and bilingualism.

Teachers and instructional assistants participated in MRC training to improve their instruction of LEP elementary students in their mainstream classrooms at Bay City, MI (Madonna's hometown).

An institute on writing and using literature to teach ESL was conducted in Benton Harbor. Teachers, instructional assistants and administrators learned a variety of activities and approaches for using translated literature and writing activities to teach literacy skills to bilingual students. Language experience, Foxfire, and humanities approaches were illustrated.

In Hamtramck, teachers of secondary schools, support staff and administrators, were given training on how to help the LEP student succeed in school, through motivation, guidance, and effective instructional practices which would increase their linguistic and academic skills.

School administrators and instructional personnel in Adrian were the recipients of workshops on how to understand the learning process of the LEP student and adolescent behavior of middle school students. Strategies and techniques for meeting their emotional and educational needs were discussed.

High school teachers in Troy benefitted by participating in an MRC workshop designed specifically for their needs when teaching bilingual students in their mainstream classroom. Techniques for sheltering English while teaching content area and cultural and language interferences were explained. This workshop sensitized the teachers as well as made them acquire practical knowledge that they could immediately apply in their classroom.

The MRC collaborated with Saginaw Valley State University in a graduate level course for students enrolled in a Masters of Education program. MRC staff presented on practical ways of providing quality instruction to linguistically and culturally diverse students. Academic credit was earned.

A multidistrict institute took place in Ann Arbor, MI, where staff from the MRC gave an all-day workshop to mainstream educators on cooperative activities, teaching-learning simulations and other techniques for working with LEP students in the regular classroom. Participants were from K-12 background and reported, after participating in the workshop, how much they understood the learning styles and ways of teaching bilingual students.

In collaboration with the Wayne County Regional Educational Service Area, MRC staff conducted a three-workshop series for bilingual/special education instructional assistants. The accredited series, entitled Linguistic and Cultural Considerations in LEP/Special Education, was a multidistrict activity, where participants learned interview techniques, interpreting, and use of test scores.

Battle Creek was the recipient of a workshop entitled Teaching Reading to Elementary Bilingual

Students where teachers learned of innovative approaches to involve students in first and second language reading activities. This district also requested from MRC, and received, training targeted and attended by district administrators on basics of bilingual education and second language acquisition, thus helping them understand the need and the kind of program that is being implemented in their schools for LEP students.

Walled Lake, which is in its first year of Title VII funding, received considerable assistance in the form of visits, consultations with key personnel, and training. This district was one of three in Michigan who have received intensive field based training from the MRC. A series of workshops covered: the roles and responsibilities of bilingual instructional assistants; cooperative activities and discussion of structure training; alternative to pull-out programs, working with small groups of students within the classroom or individual student instruction; relationships and structure cooperation between teachers and aides; planning lessons for bilingual students where subject matter is in their native language, while they are learning English, and the role of the native speaker aide in implementing this approach. MRC conducted visits, classroom observations, and critique following training events. A remarkable improvement in the quality of the instructional program has been noted and recorded by clarifying objectives, roles and applying good management and innovative ideas and strategies. Teacher instructional assistant professional growth and classroom effectiveness have increased to a new higher level.

Other recipients of intensive field based training have been the Dearborn school district's instructional personnel and administrators. Teachers and instructional assistants have participated in a series of Science workshops, where units with inquiry approach techniques were demonstrated, and where participants created their own units following the district's curriculum and supplementary handouts, which were provided by MRC staff. Secondary teachers, administrators, speech pathologists, and school psychologists attended an MRC all-day training that gave them information and practical methods regarding the teaching of bilingual students in heterogeneous mainstream classrooms. The training focused on the bilingual student as an adolescent, a difficult time that may be alleviated by the school creating a positive, effective learning environment so that language and content learning can take place. Participants responded very enthusiastically to the suggestions and practical ideas discussed. Other training workshops conducted by MRC this year were: restructuring the curriculum to facilitate the transition of middle school ESL and bilingual students to the mainstream classroom, an MRC series of workshops, where Wayne State University provided the graduate credit hours; using CALLA for teaching Math and Science, while following an adapted mainstream curriculum and materials; focusing on the needs of newly arrived Yemenese high school students, MRC staff provided information on language development, content area instruction, and cultural issues; cognitive academic language learning approach for the principals of elementary, middle, and secondary schools in the Dearborn district, which focused on the distinction between BICS and CALP and how CALLA addresses the need for a program in their schools for bilingual students lacking in CALP skills; using cooperative learning in the elementary classroom, an MRC training in collaboration with Wayne State University which provided the graduate credit; CALLA for secondary teachers and instructional assistants as it applies to the teaching of science and language, MRC training series of workshops, accredited by Wayne State University. Dearborn school district also received intensive and extensive on-site assistance in planning, adapting and writing a curriculum for LEP students, with MRC staff consulting and guiding the process with a hands-on approach.

Detroit Public School instructional and administrative staff also received intensive field based training which included training for college credit through Eastern Michigan University and Mercy College.

Numerous on-site and over the telephone consultations, mailings and referrals were recorded. Some of the training/courses/workshops featured: specific considerations for mainstream teachers who teach LEP students, practical instructional strategies based on second language acquisition theories and learning style diversity; strategies for administrators to manage programs and staff for LEP students, understanding the need for basic principles and rationale for these special programs; a series of six sessions by MRC staff leading to academic credit from Eastern Michigan University for elementary mainstream teachers district-wide, the content of this course extends from theory to practice in ESL, content, culture and bilingual education; creating colleagues, strategies for improving peer relationship and professional growth regarding the education of the LEP (credit from EMU); parent and community involvement for mainstream teachers, strategies for improving communication with parents, understanding cultural differences, participation models; teaching content area to bilingual students; cooperative learning, ways to integrate native English speakers and bilingual students within the classroom; community/bilingual parents/school working together to ensure students academic success; promoting parental leadership, participation in the education of their children, as volunteers, tutors, board members, and as advocates. MRC staff also help plan and identify EAC and other consultants for a week-long Institute in Assessment and Evaluation.

Two regional Summer Institutes for Instructional Assistants took place in Holland and Farmington. These are multidistrict institutes where participants come from across the state. However, they are hosted by the aforementioned districts, with the Michigan SEA paying participant support (for travel, lodging and meals), and the MRC organizing and providing the training. This is an annual event which Michigan districts find extremely effective. The MRC trains instructional assistants and parents in various aspects of collaboration, cultural differences, instructional techniques and basic theory and foundation of the kind of programs they help implement.

A very important multidistrict and far-reaching training activity is the state-wide conference on bilingual education. An MRC staff was a member of the planning committee. Some of the pre-conference activities included an administrators institute, where MRC staff presented. The MRC staff-conducted workshops were: Why Can't They Speak English? Strategies for talking to colleagues who still don't understand the educational needs of bilingual students; Current methods and materials for instructing secondary LEP students; Using technology for teaching bilingual/migrant students from A to Z; Cognitive Academic Language Learning (CALLA) Approach, a hands-on approach; Developing a culturally inclusive school curriculum; Implications of new Math standards when teaching LEP students.

Other multidistrict activities for credit were done in collaboration with Michigan State University. Training for credit was given by MRC staff to school social workers and administrators as part of the Masters program, in the area of services to bilingual and LEP students; a workshop for foster parents of Vietnamese and Haitian unaccompanied minors who have recently settled in Lansing and other parts of the state, it focused on the foster parent as an advocate for the bilingual student and covered information on second language acquisition, communicating with school personnel, cultural and country of origin school differences, and assisting students with school work.

The MRC worked very closely with the SEA in planning for all activities, and in particular with working and meeting on a monthly basis with the SEA-established school administrators council. MRC staff has also provided consultative and referral assistance as the SEA reviewed, and proposed to revise, bilingual/ESL certification, and Michigan State Achievement Test.

Michigan school districts have received from MRC: individualized as well as multidistrict training; training for college credit leading to degrees or to certification; training for administrators and mainstream instructional personnel; training for parents of different linguistic and cultural background, and intensive training for instructional assistants to prepare them for the new school year. The Center has collaborated with EACs, NCBE, PEO (Desegregation Center), community agencies, IHEs and other educational agencies, in order to implement some of the multidistrict, regional and statewide activities.

MRC ACCOMPLISHMENTS IN MINNESOTA

During the past contract year 1992-93, the MRC conducted 56 workshops and recorded 278 instances of technical assistance (See Figure E for allocation of topics covered).

Minnesota has three Title VII funded projects of Transitional Bilingual Education. Two projects, elementary and secondary, are in the Minneapolis Public Schools; and one project, in its fifth year of funding, is located in the Saint Paul Public Schools. However, there are approximately 15,036 identified LEP students in the state distributed throughout rural areas and concentrated in the urban area of Minneapolis-St. Paul. Only 4,235 LEPs are served by the Title VII projects. Chapter I, Emergency Immigrant Education, Special Education offer some remedial services for some of the other underserved students.

The MRC has strived to offer its services to those school districts with training needs for their instructional personnel dealing with the LEP population, regardless of language, culture or funding sources. The training needs include pre-service and in-service of teachers. The pre-service entails academic credit leading to ESL endorsement and bilingual competencies. The in-service needs encompass ongoing assistance with teaching strategies, cultural understanding, and administrative and parental support. Trying to follow these objectives, the MRC has conducted major regional training activities attracting a multidistrict attendance; intensive field based training for our Title VII clients; collaborative classes with local IHEs for academic credit, and training for administrators and parents.

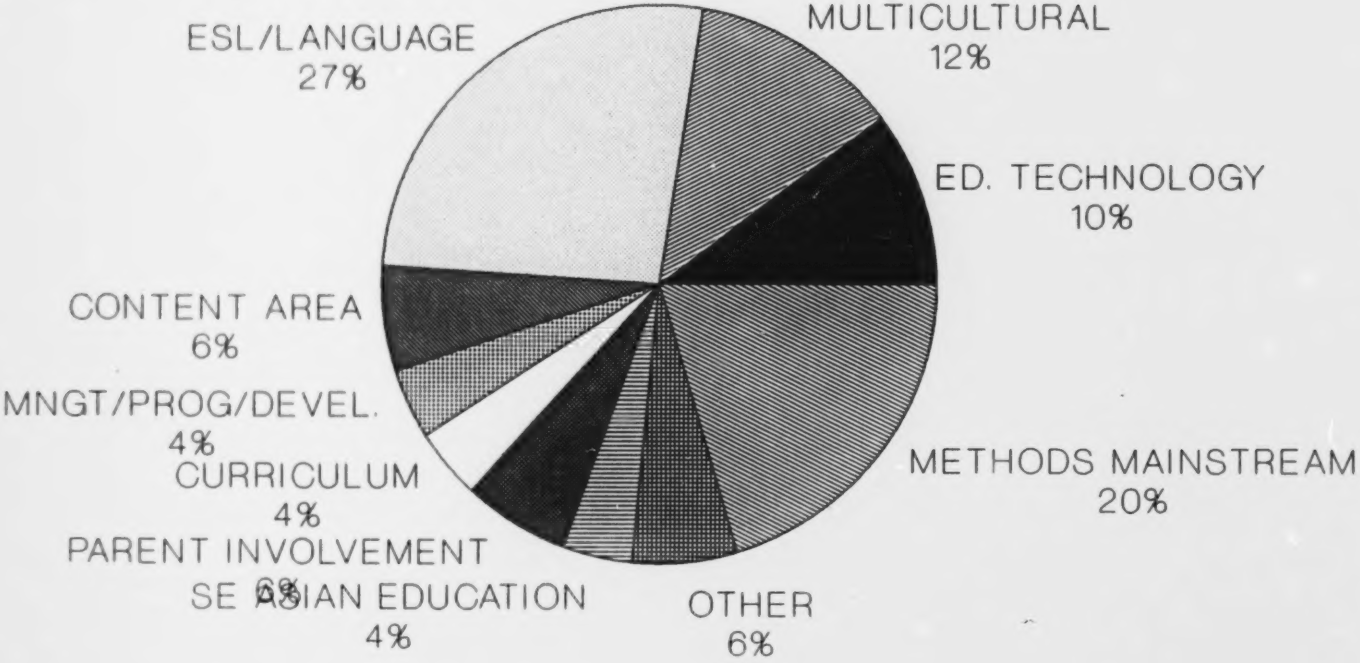
As an example, MRC provided training in Minnesota as follows:

Over 60 participants from administration and instructional personnel ranks from the Owatone school districts attended an all-day inservice provided by MRC staff. The theme and content dealt with all aspects of ESL program design, initiation and implementation, theory and practice.

Chaska Public Schools, concerned with their LEP students in regular classrooms, benefitted from a two-day inservice for mainstream teachers regarding classroom management strategies, classroom

FIGURE E

TRAINING BY TOPIC
MINNESOTA



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procedures, ESL techniques, and communication with parents.

Willmar Public Schools, a rural district, requested and received training for dealing with LEP students in the mainstream classroom considering the limited resources in a rural environment. MRC staff also participated in a panel discussion to improve parental/community involvement.

The school personnel in Minneapolis received intensive field based training with consultations, technical assistance and the following workshop topics: Teaching techniques for teachers and paraprofessionals; Principles and practices for working with LEP students in the mainstream classroom; Content area instruction and ESL, effective strategies and techniques for teaching Math, Science, and Social Studies using ESL (for elementary teachers); Computer technology and interactive video in the ESL classroom (for teachers and administrators); Effective practices for teaching ESL; Pathways to literacy, current theory and practice, classroom restructuring to best influence students' learning; Cross-cultural sensitivity; Integration of content area instruction and language acquisition; and Managing the ESL classroom, organization, motivation and instruction. The recipients were able to enhance their teaching technique by acquiring knowledge on the latest research and practices regarding ESL instruction and its integration to subject matter. Cultural understanding has been greatly improved on the part of the administrators and regular classroom teachers. Additionally, teachers learned to use technology not as a supplementary tool but as an integral component of their lesson plans, following curriculum objectives.

Saint Paul Public Schools received training on the following topics: understanding the unique counseling needs of LEP students; language experience approach in which teachers identified the general principles and characteristics of a language experience lesson and actually developed one to be tried in their classroom; how to form and maintain a successful parent advisory committee, taking into consideration cultural and linguistic heritage and family structure of the LEP student when trying to motivate parents to get involved; and second and third grade ESL methodology for mainstream teachers.

The MRC collaborated with the Minnesota SEA and the Saint Paul Public Schools in some major activities such as Institute for Parents of Hispanic and Southeast Asian Students; Institute for New Teachers; and Minnesota Statewide Conference. All of these activities are multidistrict, where participants from nearby school districts could attend. Some of the workshops presented by the MRC during these far reaching events were: Tapping into creativity, a planning guide for language arts using stories, media and creativity, using a hands-on approach; Second language acquisition and implications for diagnosis, instruction and evaluation, for special education teachers; Southeast Asian literature in ESL and mainstream classrooms, which provided teachers with approaches for using the literature in translations, writing activities to teach literacy skills to bilingual and monolingual students.

There were several multidistrict training events where participants attended from around the state. The Minnesota state conference took place in St. Cloud and was co-sponsored with the Minnesota SEA, Saint Paul Public Schools, and other educational agencies. MRC staff presented on: improving working relationships and program coordination between ESL/bilingual and mainstream teachers; second language acquisition in LEP special education classrooms, a workshop which impacted positively on special education staff; using students' native language as resources in ESL and content area classroom, a workshop which emphasized the importance of fully developing one's native language in order to develop more complete skills in English; creating colleagues, educating the whole school to teach language minority children, a workshop which motivated participants to doing implicit staff development in everyday activities with other members of the staff. The keynote speech was given by MRC staff and it was entitled Affirming Cultural and Linguistic Diversity, following the theme of the conference "Weavers of a New Tapestry: Designs for the 90's".

Administrators of local programs for LEP students were invited, together with Title VII program school personnel, to the MRC Regional Institute which took place in Minneapolis and they were able to benefit from timely topics presented by MRC staff such as: Creating and utilizing computer data bases in a bilingual setting; Issues of acculturation and enculturation in Native American Indian education; Integration of educational technology into instructional programs for LEP students; Planning effective instructional programs for language minority students, theory and practice; Evaluation and assessment issues (presented by EAC staff); and others.

The MRC was very effective in coordinating and collaborating with the College of St. Thomas, Minneapolis Community College, and Hamline University in actually conducting training for academic credit benefitting teachers and aides. Courses/workshops included: teaching listening skills to LEP learners; program and curriculum development for LEP instruction; cultural and linguistic factors in LEP evaluation; parent/community/school communication and working relationship; the training of aides for LEP programs; first and second language acquisition and others.

MRC staff worked very closely with the SEA and was a part of a Task Force as well as a committee dealing with reviewing and changing ESL/bilingual teacher certification, and reviewing state laws and regulations governing the education and services to LEP students. The state Department of Education in Minnesota has gone through considerable and controversial reform in their organization, objectives and management of services.

Administrators, the SEA infrastructure, teachers, aides and parents received technical assistance, training and advise, targeted to their specific and identified needs. Training was mostly tied to academic credit leading to degrees or teaching endorsement. Regional events were co-sponsored with a multi-agency outreach, to maximize resources and reach optimal attendance from non-Title VII, locally funded programs for LEPs. To affect the whole school, mainstream teachers received training not only in the basics of how the LEP student learns, but in cooperation and collaboration with ESL/bilingual staff and parents. Special education teachers also received specific training in cultural/familial issues and second language acquisition to enhance their skills and knowledge of special education.

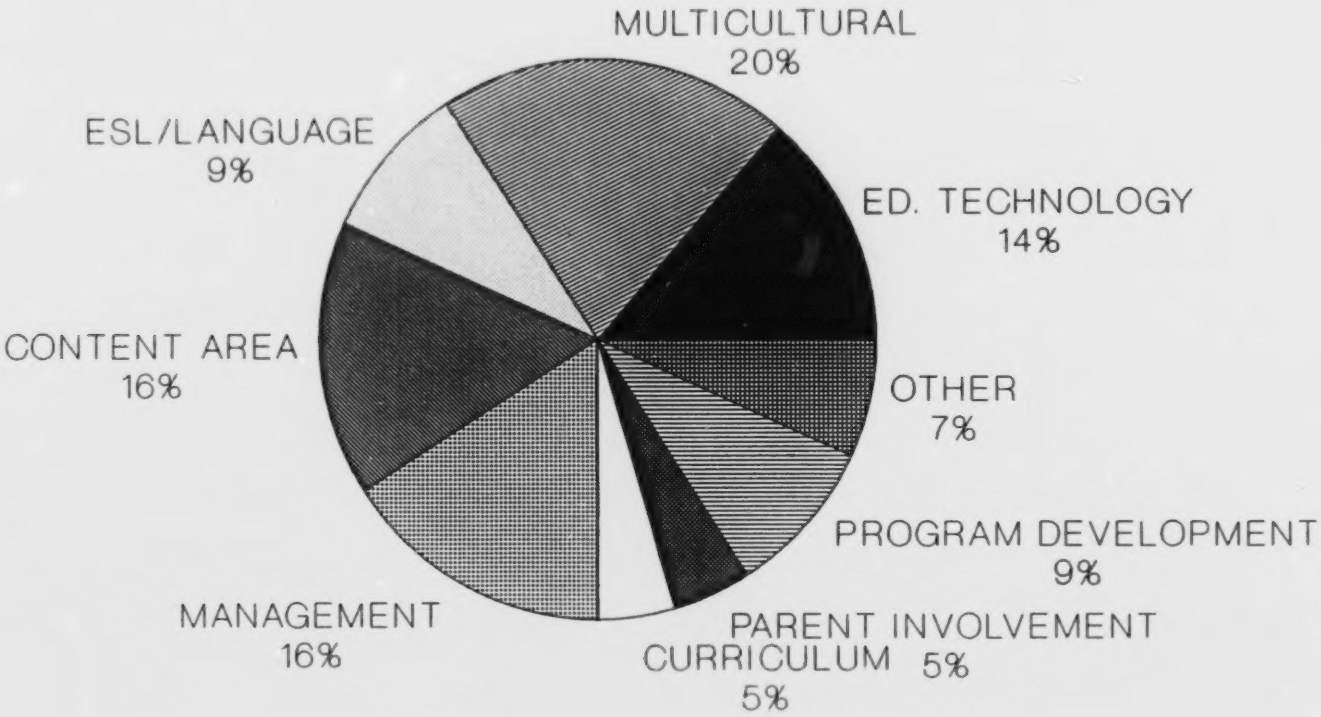
MRC ACCOMPLISHMENTS IN NORTH DAKOTA

During the 1992-1993 contract year, the state of North Dakota received 43 workshops and 263 instances of technical assistance. The state has 14 Transitional Bilingual Education Programs, and one Special Alternative Program operating with Title VII funds. This was also the first year that the MRC SA6 had been assigned to provide services to North Dakota. In consideration to the high cost of travel, practically all training that has been done has been a multidistrict activity, where participants from neighboring school districts have been invited to attend. Many of the training carried college credit through Minot State College, University of North Dakota, North Dakota State University, and Bismarck Junior College. Educational technology was given a particular emphasis given the large numbers of computer systems that have been purchased with Title VII funds. The MRC has coordinated all activities with the SEA and has been a co-sponsored of major SEA training events such as state conferences and symposia. Bismarck Public Schools have received the most intensive training, mainly because to travel to any point in North Dakota, MRC staff flies to Bismarck. Whenever other sites received training, MRC staff would plan for an extra day in Bismarck to meet the SEA representative and to conduct training in the Bismarck Public Schools. Figure F shows the allocation of topics in percentages.

New Town was the site of a multidistrict two-day institute on educational technology which carried credit from Minot State College, and was taught by MRC staff. Teachers and aides from New Town, Mandaree and White Shield bilingual programs participated, as well as mainstream teachers and administrators. The Institute addressed factors of learning styles, curriculum design, lesson planning, curriculum content and software selection and evaluation as considerations when integrating computer technology into the curriculum. The Institute was organized into lectures, demonstrations and hands-on instruction in the McIntosh Lab where participants worked with Math and Science software. Another MRC training for New Town, which carried Minot State College credit, was an introduction to a bilingual education course for their mainstream personnel seeking to gain a better understanding of the

FIGURE F

TRAINING BY TOPIC
NORTH DAKOTA



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program in the school.

Similarly, Solen School District requested a two-day institute on integration of computer technology into the math, language arts, science and social studies curriculum. Bilingual and mainstream teachers and some administrators from Solen, Fort Yates and United Tribes Technical College participated and earned academic credit. MRC staff lectured on curriculum adaptation, lesson design, software selection, matching objectives to software program, managing use and scheduling of computer lab, and demonstrated several computer packages on the computer. The participants engaged in group discussions and worked on the computers. As a follow-up, they chose a lesson, matched it to a software that would support the lesson objectives and developed a plan for an integrated unit of instruction, and used it with the students; the unit and the results were turned in as the final paper for credit.

Teachers in Fargo received training on methods of teaching science and math to LEP students and on techniques to motivate the LEP student taking into account past school experiences, cultural background and linguistic diversity. Some administrators and aides attended in addition to the teachers.

Teachers, aides and administrators at Theodore Jamerson School, United Tribe Technical College, received training on introduction to computer applications. Participants practiced using the computer.

The Bismarck Public Schools received extensive consultative assistance from MRC staff and also a series of workshops such as: Involving language minority parents in their children's education, as part of an on-going training for ESL teachers (for college credit); cross-cultural sensitivity where participants learned about the value of the culture in the school environment, and of Native American issues that create cultural discontinuity in the classroom, and how to look at the positive aspect of cultural differences; Helping the culturally and linguistic diverse student, a workshop for counselors and principals; Meeting the educational needs of the LEP students, for administrators; Cross-cultural counseling for high school counselors; Managing a multicultural program, where principals learned about designing and implementing a culturally inclusive curriculum for a variety of ethnolinguistic populations including Native Americans; Writing in Mathematics, in which teachers and aides learned practical techniques to incorporate process writing into the teaching of mathematics concepts; Staff development design and implementation, where principals and districts administrators learned to identify the training needs of the staff regarding the LEP student enrollment in their classrooms; School empowering parents to increase students academic success, a workshop for teachers and administrators.

The MRC, in collaboration with the SEA, held an all-day Institute on program development for administrators from all over the state. This training was held in Bismarck, and approximately 30 district administrators attended. The MRC staff remained for individual consultation after conducting the training.

The MRC was able to reach a state-wide audience of North Dakota clients during the state conference in Bismarck. Some of the topics presented by MRC staff were: Parent leadership training; Cultural heritage and learning styles; Understanding basic principles of ESL and teaching oral skills to LEP students; Improving school/community relations.

The North Dakota SEA sponsored a Multicultural Symposium where MRC staff presented workshops to teachers, administrators, and community members from across the state. Participants heard and learned from the staff on: Family Math awareness, where parents learned tutorial techniques to help hire children at home, using everyday situations; Contrasting differences and similarities among cultures, where information and discussion occurred regarding U.S., Hispanic, Native American, and South East Asian cultures; Language minority students in the mainstream curriculum, unique needs, research findings on methods, culture, learning styles, successful teaching practices and how teachers can apply this knowledge.

Other SEA/MRC co-sponsored multidistrict training took place at the end of the Summer covering topics on program development and implementation as well as on effective classroom practices when teaching content area to the culturally and linguistic diverse student.

MRC staff, in collaboration with other national consultants, conducted a three-day session for teachers, for credit from the University of North Dakota. The training took place in Bottineau and the general topic was Creating Native Language Curriculum for Instructing in Bilingual Programs. MRC staff presented on language acquisition and components of a language curriculum. Other consultants presented on their Native American language and on strategies for preserving the language. Computer technology was introduced as a medium to teach language. Teachers, administrators, community leaders, and Native American Scholars convened and participated in this event which advocates the preservation of the Native American languages.

Clients in North Dakota attended the MRC Regional Institute, which covered a range of topics from language learning to use of computer technology. They have participated in large regional events and have received individualized training as per request. Administrators and counselors have received intensive training on how to deal with adolescent behavior and academic performance in the context of the students cultural and linguistic background. The MRC and SEA have established a good collaborative relationship, and were able to maximize resources by planning and implementing training activities that reached groups of districts having similar staff development needs. Academic credit was offered to bilingual and mainstream teachers alike, thus building the professional capacity of educators dealing with the LEP students.

MRC ACCOMPLISHMENTS IN SOUTH DAKOTA

This is the first year that the MRC at UW-Madison had the opportunity to work with the Title VII programs in South Dakota. The MRC at Norman, Oklahoma, had been providing services for the last six years, and it took some extra effort on the part of MRC SA6 staff to initiate collaboration with the programs to generate goodwill. Mary Diaz and Scott Jones traveled to Pierre and Rapid City to participate and present at the LEA Directors' meetings sponsored by the South Dakota SEA representative, Patricia Stewart. These contacts were done before the MRC Regional Workshop in the Fall, thus ensuring that our newly assigned clients positively understood the quality of services they could expect from MRC SA6, and to be prepared to fully participate with the rest of the clients of Service Area 6 at the time of the Regional Workshop.

During the 1992-93 contract year, South Dakota had ten programs of Transitional Bilingual Education, and one Special Alternative program. The MRC staff and SEA coordinator strived to maximize the resources by scheduling multidistrict training activities or by coordinating technical assistance visits and workshops in different but neighboring districts during the same MRC staff trip. Thus, all Title VII programs received services from the MRC, although not necessarily onsite for some. Figure G shows allocation of topics in percentages.

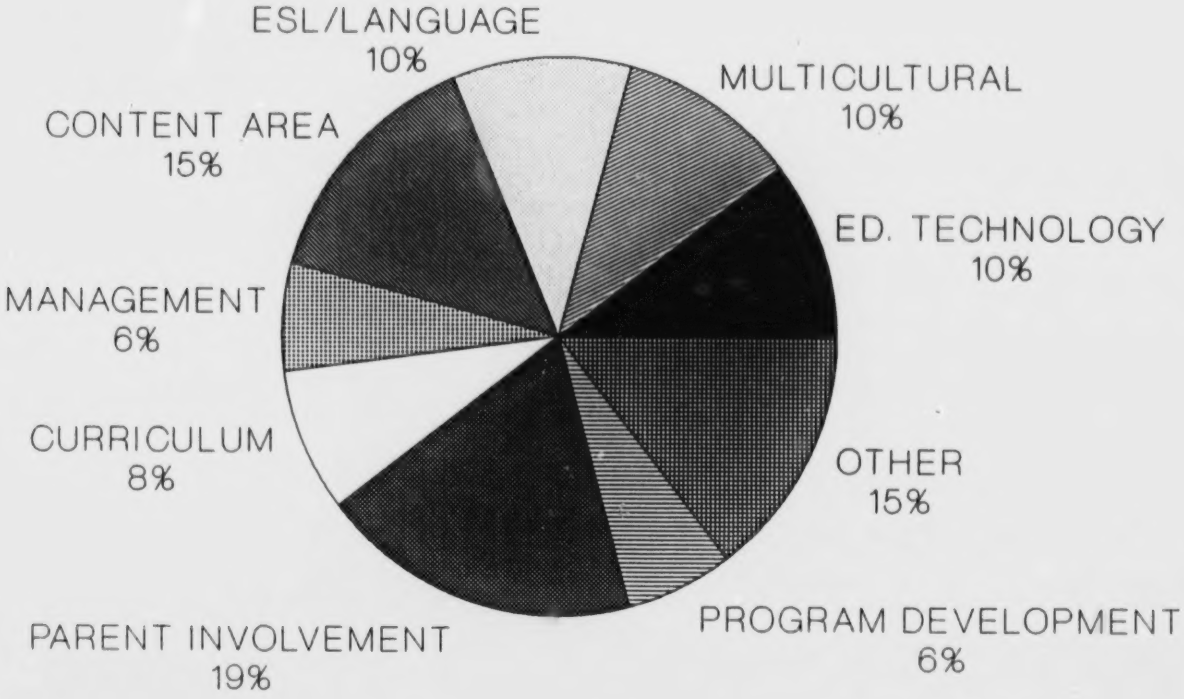
Crazy Horse Day School (in Wanblee, SD) has received a large number of technical assistance, consultations and referrals. The Director does contact the MRC frequently and values our services. Teachers, parents and community members have received MRC training on: building parent and teacher relationships, through setting positive behavioral and instructional goals for the LEP students; using cooperative learning in the Math class, a workshop where parents, teachers and students were introduced to a structural approach to cooperative learning; a plan of action to incorporate modeling and tutoring activities for parents to become more involved in the educational process; instructional strategies for paraprofessionals; effective practices for teaching Science; portfolio assessment; and parent leadership training. This particular program has done an extraordinary job in involving the parent and community as cultural models, leaders and instructional aides. Scott Jones assisted the district in designing multiple-days Science field trips for parents, teachers and students in which the lessons were taught using natural resources and cultural mores.

The project in Batesland received training where MRC staff presented an overview of practical instructional methods in the areas of whole language, English as a second language, and cooperative

FIGURE G

TRAINING BY TOPIC

SOUTH DAKOTA



learning. This training focused primarily on the needs of K-12 instructional assistants, and was a multidistrict training where four other South Dakota Title VII projects participated. Also in Batesland, MRC staff trained teachers, aides and administrators on the powerful role of parents in their childrens education, specifically on tutoring activities and techniques for developing literacy and achieving success in the content area.

Instructional personnel in Pierre Indian Learning Center received intensive training on: utilizing computer application programs for teaching reading and writing; motivating the Native American student by recognizing the conflicting modern and traditional cultural influences in their lives, and empowering them through enculturation; effective practices for educating the low achieving student, from language instruction strategies to subject matter teaching approaches.

Wounded Knee School in Manderson was the recipient of training leading to their implementation of cooperative learning in the content area. The training for K-8 educators, including administrators, gave specific plans and classroom demonstration/examples which they could implement.

The Todd County Schools in Mission received intensive and practical training in the use of computers in instruction. Over 110 teachers participated in MRC workshops on: developing a hypercard for Native American language instruction; computers and writing; speed reading; and database application for classroom/project record keeping; and several sessions on integrating culture in the classroom curriculum.

Parents, administrators and instructional personnel from Little Wound School Board in Kyle participated in a workshop on how to integrate computer technology in the classroom/curriculum, appropriate software available, instructional principles, and factors to be considered in the integration. They also received training on cooperative learning techniques.

All Title VII programs in South Dakota have attended and participated at MRC-conducted workshops during the MRC Regional Workshop in the Fall, the South Dakota Bilingual Education

Conference, the South Dakota SEA-sponsored Directors Institute/meetings, and the Bilingual Association Summer Langauge Institute. At such statewide events, the MRC staff has presented on Science thematic units for use in the classroom; the role of MRC in staff development; use of technology in the classroom; and different approaches for teaching content area to LEP students.

The MRC collaborated and worked very closely with the South Dakota SEA, to learn about state training needs; responded promptly to requests for assistance and training from clients; provided intensive and follow-up training to those districts who requested it, such as Crazy Horse School and Todd County; and has built-up next year's training plan, based on the level of staff development achieved this year and newly identified needs. During the 1992-1993 MRC contract year, the state of South Dakota received 32 training episodes and 243 instances of technical assistance and related services.

MRC ACCOMPLISHMENTS IN WISCONSIN

Currently the state of Wisconsin does not have a single Title VII funded LEA program of instruction. As of March 1992, 15,280 LEP students, speaking 86 different languages, were enrolled in 145 school districts statewide. However, only 35 of those school districts in the state are providing some kind of instructional services for 10,552 bilingual-bicultural and or LEP students, with limited state aid. The rest of the identified 4,606 LEP students are distributed sporadically and thus, do not qualify for state aid. The MRC has tried to reach out to districts in need of training and technical assistance, through the SEA offices, professional associations, the university system and through mailing lists.

Madison and Milwaukee Public School systems have had sophisticated ESL and bilingual programs and have received Title VII funds in the past. These large urban districts have built the capacity, in terms of materials, bilingual/ESL personnel resources, and local administrative commitment, to sustain and maintain instructional programs for the LEP and bilingual student population. Other districts impacted by Southeast Asian populations are struggling to provide services to these students.

The MRC has provided either onsite or regional training for mainstream teachers dealing with the LEP student in their classroom.

In Green Bay, over 100 teachers attended an MRC institute where they learned how important it is for the teacher to understand the culture of an increasing multiracial, multiethnic, multilingual society. The teachers learned about differences and similarities between U.S., Hispanic, and Southeast Asian cultures. During this institute, school instructional personnel also received training and learned about principles guiding first and second language acquisition, as well as practical strategies to use when teaching the LEP student reading and other subject matter.

The Superintendent and the administrator of the multicultural program at Madison Public Schools have been in contact with the MRC, for technical assistance and referrals. They have also attended either UW-Madison or Wisconsin SEA sponsored meetings and institutes where MRC has been a co-sponsor and where staff has presented workshops or explained MRC services. MRC provided a two-day institute on cultural issues when assessing Hispanic students. The course entitled Non-biased EEN Assessment for LEP Students generated one Madison Metropolitan School District professional advancement credit and ten Department of Public Instruction Equivalency clock hours for the 41 participating teachers.

MRC, in collaboration with the Wisconsin Department of Public Instruction (DPI), has presented at various administrators meetings/institutes. Topics covered have been: effective classroom practices when teaching LEP students in Wisconsin schools; multicultural education for the bilingual student in a multilingual classroom; dealing with the linguistic differences when teaching the LEP student in Special Education classrooms.

The UW-Madison has provided the forum from which the MRC has conducted positive outreach to school districts in Wisconsin. The MRC Director and one staff participated and presented at an Outreach Retreat with over 23 outreach projects based in the School of Education at UW-Madison, where we identified common clients' needs and planned to share information and professional resources. MRC staff has lectured at University classes for current or future teachers of bilingual children on second language acquisition, ESL/bilingual methodology, and people and culture of Southeast Asia.

The Director has presented to visiting UW-Madison board members and has participated on committees through which she has advanced the word about the work that the MRC offers and where she has presented various topics related to the education of the LEP students. The UW-Madison also hosted and facilitated a Central Wisconsin Area Superintendent Meeting, where 36 administrators participated. The MRC Director presented about services to bilingual students and the role of the MRC in training teachers.

MRC staff presented: at the Academy of Sciences Art and Letters and was a discussant on a forum entitled "Rebuilding a Temple: Cambodians in America"; at Hispanic community social agencies in Madison, training parents on how to be more involved in the education of their children; at PTA meetings in Madison High Schools, training parents on how to tutor their children in Math using everyday situation and common objects; at Southeast Asian community agencies in Madison, dealing with the contrasting U.S. and Asian cultures and its effects on adolescent behavior.

Another way that the MRC tried to provide training to multiple districts was through their participation at statewide conferences. MRC staff presented: on methods for using ESL in content area instruction during the Milwaukee Teachers Association Conference; on refugee women and education; English public speaking skills; on assertiveness for school-community participation of Southeast Asian parents, during The Wisconsin Refugee Women's Conference sponsored by the Wisconsin Department of Health and Human Services. The Annual State Bilingual/ESL Education conference was another event where MRC staff presented. Topics covered were: Interlocking roles of administrators, parents and teachers in serving bilingual,students, a workshop that explored collaborative and cooperative models where these three different groups, holding each a key to student learning, can work in an educational system with an effective program that integrates their input; innovative approaches for teaching and learning, considering the cultural, linguistic, and individual learning style of LEP students; an integrated Science unit demonstration, a sample of what a thematic unit of instruction can be, to increase motivation and participation in science classes.

Mainstream teachers at Baraboo Public schools were recipients of an MRC workshop on working with linguistically and culturally diverse students in the mainstream classroom, theory and practical applications for teaching.

Wisconsin Rapids School personnel received intensive training systematically scheduled to ensure in-depth acquisition and transfer of knowledge to the classroom situation. The four-part series, entitled Teaching the LEP Student, covered research findings, second language acquisition, and cultural factors, which were followed-up by lectures, suggestions and demonstrations on: how to adapt teaching methods, such as using a sheltered English approach; how to write a lesson plan that integrates language development and content instruction; how to adapt content material from a science text, together with a demonstration on how to teach a science lesson so that content is more comprehensible to the LEP students. MRC staff also answered questions from high school teachers, experts in a particular area, but with not much time and resources to improvise. Suggestions focusing on their concerns were given, including the identification of resources within the school and community as well as the adoption of inclusive and peer-cooperative teaching practices.

LaCrosse Public schools received training on the cognitive academic language learning approach when working with LEP students, for mainstream teachers of middle school. The teachers were given time at the end to develop a lesson they were to use in their classroom. The same group of teachers participated in MRC conducted workshop focusing on the use of ESL for teaching content areas, practical strategies, demonstrations and applications.

Menomonie Public Schools also was a recipient of a series of coordinated workshops for elementary, secondary teachers, administrators, and school support personnel. Each group received individualized sessions on topics ranging from specific methods, strategies and techniques for teaching LEP students, to cultural understanding and sensitivity to differences. This district requested that the staff development MRC training series be continued for next school year to include assessment and curriculum development.

Other districts, such as Beloit, Marshall, Sheboygan, and Shorewood Public Schools, requested and received training and technical assistance on how to develop an effective program for LEP students and how to adapt methods and curriculum.

Oshkosh bilingual teachers and teacher aides received training on collaborative teaching techniques to use for teaching the LEP students.

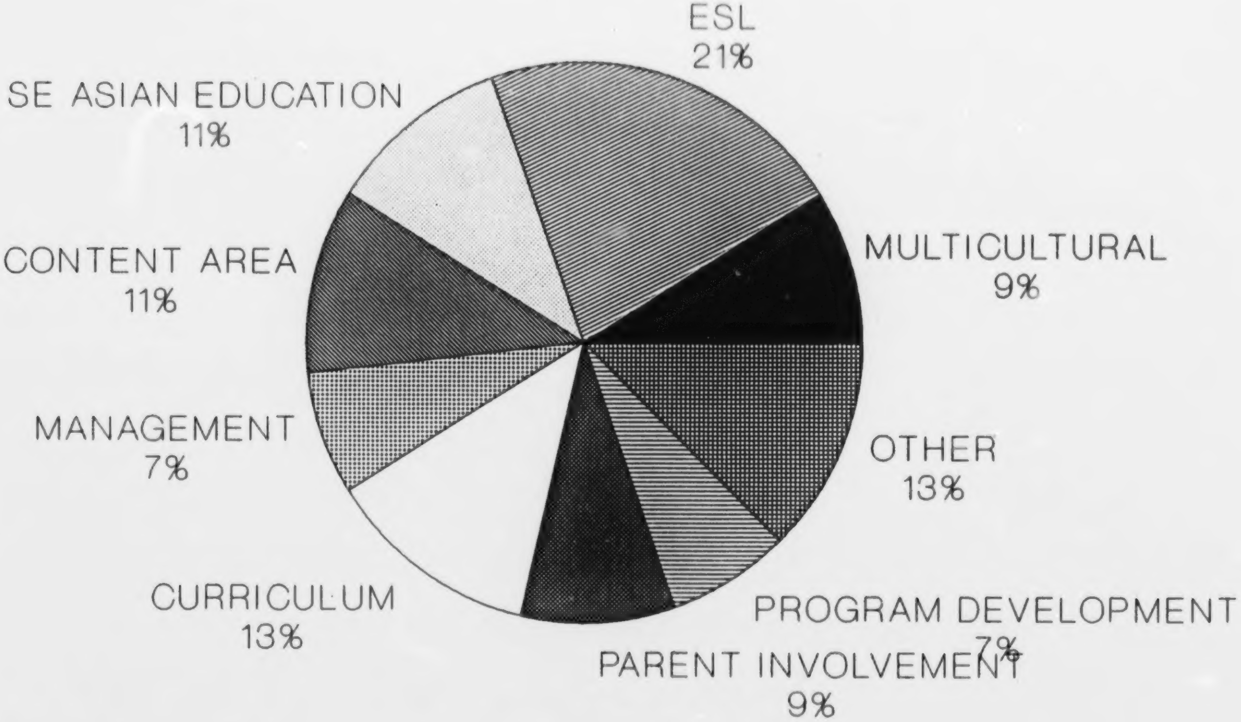
Eau Claire instructional personnel and administrators requested and received onsite training on cultural sensitivity through contrasting the different cultures and understanding the similarities while accepting and respecting the differences.

The MRC, faced with no primary Title VII clients but with an awareness of the increasing LEP student population in Wisconsin, made an effort to conduct outreach activities that provided much needed assistance to school districts. MRC worked in collaboration with the Wisconsin SEA, as members of state task forces and committees, made use of the vast network and resources of the University of Wisconsin system to reach out to potential clients, and got involved with professional associations as well as community and government organizations to present and lecture on topics and issues leading to better programs and instructional services for LEP students.

During the 1992-1993 MRC contract year, Wisconsin clients received 44 workshops and 257 episodes of technical assistance or related activities. Figure H depicts the topics of the training in percentages.

FIGURE H

TRAINING BY TOPIC
WISCONSIN



ANALYSIS OF CLIENT RESPONSE TO SERVICES

A workshop session feedback form was devised by the MRC SA6 and provided to the project directors who did not have district evaluation forms (See Exhibit B). The form is intended to generate feedback which assesses the participants' self-reported personal learning. Participants were asked to respond to the questions: What did you learn? What problems or questions were answered for you? i.e., What will you take away from this session? Comments regarding the workshop organization and clarity of the objectives were elicited. In addition to written comments, a Likert-type rating scale of 1 (very low) to 5 (very high) was employed to provide quantitative data to enhance and validate the qualitative data. These data serve as one indication of MRC SA6 training outcomes and overall impact. Contained in each workshop file housed at MRC SA6 is the title of the workshop, location, date, presenter, number of recipients, types of participants, languages served, length of interaction, comments and personal learning, planning and follow-up documentation and an average overall rating comprised of the mean ratings of both the "personal learning" scale and the "clarity of organization and objectives" scale. See Attachment A for samples of summary workshop evaluations.

The mean ratings for a sample of the individual workshops ranged from a low of 3.19 to a high of 5.0, with the vast majority of ratings being over 4.0. A composite average rating for each state was calculated and is provided below.

State	Number	Rating
Iowa	227	4.37
Michigan	484	4.62
Minnesota	387	4.27
North Dakota	129	4.43
South Dakota	91	4.60
Wisconsin	109	4.52

Client responses to MRC SA6 services indicate that MRC SA6 training objectives were generally accomplished and the workshops of very good quality. The vast majority of participant comments on

EXHIBIT B

MULTIFUNCTIONAL RESOURCE CENTER
FOR BILINGUAL EDUCATION,
UNIVERSITY OF WISCONSIN–MADISON
WISCONSIN CENTER FOR EDUCATION RESEARCH, SCHOOL OF EDUCATION
1025 WEST JOHNSON STREET, MADISON, WISCONSIN 53706 • (608) 263-4220

SESSION EVALUATION

Title of Session:______________________________

Location and Date: ______________________________

What is your current job assignment:

_____ **Teacher**
_____ **Teacher's Aide or Other Paraprofessional**
_____ **LEP Project Coordinator**
_____ **Other Administrator**
_____ **Parent/Community Person**
_____ **Other**__________________

Please comment on the time, location, facilities and ambience of this workshop.

On a scale of 1 (low) to 5 (high) please give an overall rating to the overall quality and usefulness of this workshop.

Very low 1 2 3 4 5 Very high

Please take a few moments to reflect on the topics covered in this workshop.

What did you learn, or re-learn, that will be useful to you in your work with LEP students? What new insights, if any, did you gain? How, if at all, were your beliefs challenged, changed or strengthened? Do you have a renewed confidence in what you are doing? Are there some ideas that you're really motivated to try out? -- In other words, what did you get out of coming to this workshop?

over

What aspects of this session seemed especially helpful or interesting?

What aspects of this session seemed not very helpful or interesting?

If you haven't done so already, please comment on the organization and presentation of the workshop.

If you would like additional information on this topic, or if you have suggestions for topics of future workshops, please write your questions, your name and mailing address in the space below. If you wish to ensure anonymity of your responses on this form, please feel free to call or write to us directly.

MRC
10/92

session feedback forms identify specific personal learning and concrete ideas and skills which reflect the workshop objectives. Participants frequently indicated what they liked about the workshop by identifying either a specific aspect of the workshop content or an aspect of the workshop structure, or the presenter's delivery style.

Several participants offered specific suggestions for improving the workshop's overall impact which was helpful and useful for the individual presenters in refining their workshop design and delivery techniques.

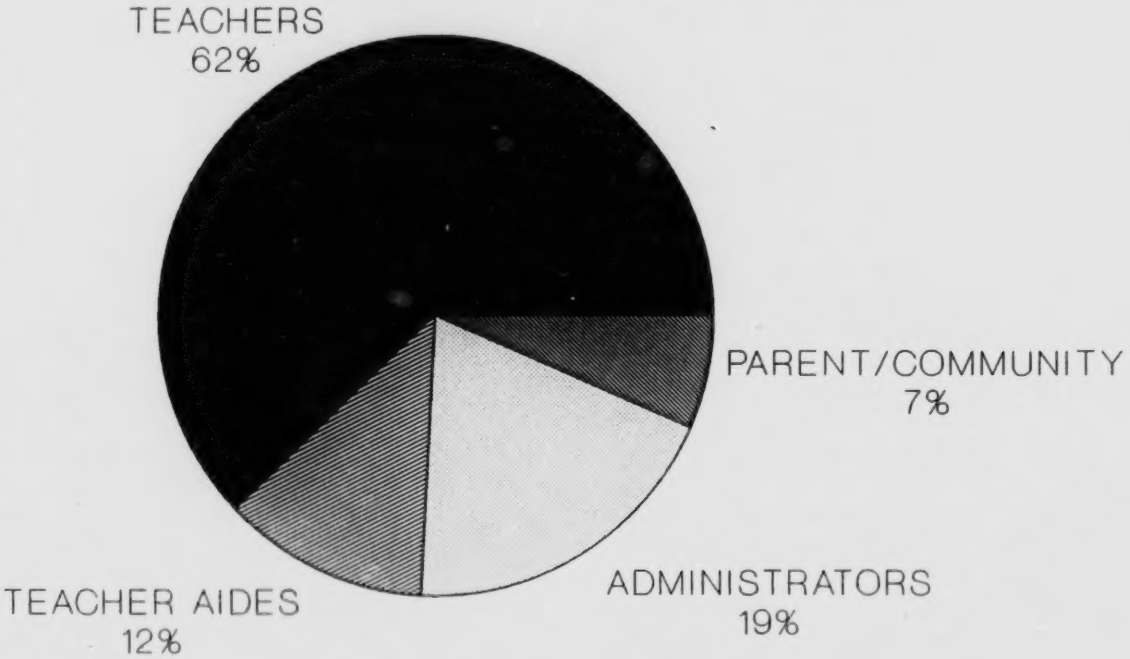
All participant comments for workshops conducted by both MRC-SA6 trainers and outside consultants were read and then analyzed for similarities, recurring themes and suggestions for improvement or reinforcement of present strategies in designing and delivering training activities. This analysis was shared with MRC SA6 trainers. In addition, each trainer read the participant comments immediately after each workshop in order to incorporate their substance into future training activities. Trainers learned what participants liked and disliked and thus were provided with feedback necessary to continue what they were doing, or improve upon it to be more responsive to client needs.

The types of participants included parents and administrators, with the vast majority of participants being teachers and teacher aides (See Figure I). The participants within individual workshops ranged in experience with the topic and in experience dealing with LEP students. They also varied by grade levels taught, languages served, and subjects taught. This great heterogeneity is reflected in their feedback and self-reported personal learning.

Selected representative comments other than those which indicate specific personal learning which correspond to the objectives and content area of training were organized and categorized according to theme. Three general categories emerged with several themes for each category. The participant feedback helped inform MRC SA6 staff of what makes a successful workshop. The three general categories of comments which emerged centered on; 1) the presenter; 2) the workshop design, and; 3)

FIGURE I

CLIENT CLASSIFICATION
SERVED BY MRC SA6 1992-1993



the participants themselves. It appears that these three aspects interact in ways which result in the overall impact and quality of the workshops.

The feedback from participants which centered on the presenter as a key component in training highlighted the presenter's style, personality, interaction with the group, ability to allay fears and make participants feel comfortable, and his/her attitude and human qualities. These facets of a presenter appear to play a major role in the success of MRC SA6 workshops. Learning apparently occurs best when participants perceive presenters as caring persons who are sincere and open and who create a positive learning ambience.

The design and structure of the workshop itself interacts with both the presenter and participants to allow for learning to take place. Another set of comments was directly related to the workshop in general, or to specific aspects of the workshop which facilitated the attainment of the workshop objectives.

Participants often indicated that they appreciated clear organization, clear explanations, and sticking to the workshop objectives.

Participants reported benefiting from the numerous practical, concrete suggestions which they could apply immediately to their own situations. Many participants also expressed appreciation of theory and research.

While some theory is useful in some workshops, participants seemed to agree that successful workshops always contained relevant examples, models and demonstrations of the learning.

In addition to examples and demonstrations, participants appreciated becoming involved in hands-on experiences that allowed them to practice the learning with guided feedback.

Participants benefited from getting to know each other better. They shared ideas and learned from others' experiences. Small group activities provided the structure for this to occur.

Handouts were useful tools which participants could take away from a workshop and explore a topic further. They also were useful in guiding participants through the learning experiences.

Participants also benefited from and appreciated actual materials which presenters used to illustrate their points and demonstrate techniques.

Numerous participants stated their need for more time. They seemed eager and felt their desire for growth and improvement were not satiated in the amount of time allotted. Frequently, follow-up workshops were scheduled for immediate future dates when this occurred.

Participants sometimes varied tremendously in their background and knowledge within the individual workshops. Each individual brings his/her own unique needs to a group setting. Individual needs will oftentimes deviate from group needs because groups are comprised of distinct individuals and when aggregated, individual needs are obscured.

It is difficult to meet every individuals' needs when those within a group represent a variety of job roles or grade levels. Some participants expressed this in their comments.

Several participants were more concerned about those who were not present at the workshop. They felt that it would have benefited others greatly and were disappointed that others had not attended.

Many participants discovered that the content of the workshop reinforced their own teaching and they came away with a sense of competence and gratification.

In summary, client response to MRC SA6 services was overwhelmingly positive. Participant comments were useful in partially informing MRC SA6 staff and outside consultants of the degree to which their workshops were successful. Although the participant comments are useful, they don't inform MRC SA6 trainers of whether or not the participants are actually using the strategies, techniques or other learning in post-workshop settings or classrooms. How do trainers really know if they've made a difference? Because the MRC SA6 staff is concerned about how to provide adequate follow-up to assure that transfer of training occurs, the MRC SA6 professional staff has been using certain strategies and exploring the issues regarding follow-up services. The MRC SA6 initiative and emphasis on providing for workshop follow-up has helped MRC SA6 become aware of the actual impact of training on its clients.

MRC SA6 trainers employ a variety of strategies for facilitating transfer of training. More long term training focused on one topic is emphasized. This allows participants to gather after the skills have been tried out in the classroom and share successes and solve problems. Multiple consultations, meetings and workshops concerning change in one particular area have resulted in viewing training as a process in which changes occur developmentally over a period of time. Oftentimes MRC SA6 trainers rely on project directors, key teachers, or coordinators to facilitate transfer of training by providing necessary follow-up through sharing meetings, observations and individual consultations. MRC SA6 has found that working with key LEA administrators is an efficient, cost-effective method for assuring that an impact is made resulting from training. These administrators are encouraged to demonstrate active support of the training methods by attending and participating at workshops, sharing their ideas and knowledge, sharing relevant articles, setting LEA goals and expectations, modeling new practices, and observing in the classroom and providing feedback.

Administrators are also encouraged to communicate with teachers and aides on a one-to-one informal basis, providing words of encouragement and recognition of achievements. Such supportive personalized attention has been shown to increase the impact of training. On-going communication between MRC SA6 staff and the LEA administrators allows MRC SA6 to know of the impact of their training over time. Frequent phone calls and follow-up consultations take place with local administrators during the year.

Some training objectives are easier for quantifying impact than are others. For example, awareness workshops on the nature and purpose of bilingual education, on general knowledge of cultural differences or on demographic changes contain information which is put into practice in a wide range of ways as future needs and circumstances dictate. Participants fill out Session Feedback forms specifying what they learned. These learnings are assumed to result in some future change in practice. MRC SA6 does not burden participants with forms to fill out months after the workshop has been conducted (MRC SA6 has found this practice to antagonize some individuals) regarding the specific ways in which the workshop information was beneficial. Therefore, the Center has little direct knowledge from participants of the actual impact that was made after participants leave the workshop setting. However, indirect sources are often abundant. Project directors, principals and participants tell MRC SA6 trainers on future occasions of the impact made. Much of this occurs informally, although letters documenting service impact are frequently received and kept in project files.

Individuals benefit from training in non-quantifiable manners. Measuring whether or not a specific teaching method is being used in the classroom is easy. Measuring emotional responses, increased awareness, broadened knowledge, and other esoteric responses is more difficult. These things are not readily observable. The individual himself or herself is the best source of data, and change is incremental. Also, individuals change over time due to many things. Measuring the degree to which a specific workshop resulted in an individual's change is problematic. Cognizant of these constraints in measuring impact, MRC SA6 staff focus attention on the degree to which their training results in a change in practice among participants during follow-up sessions, meetings and consultations with these individuals most involved in the programs of instruction. This seems to function well as a means of knowing whether or not an impact has been made.

COORDINATION AND COLLABORATION WITH OTHER AGENCIES

One of the major MRC accomplishments during this contract year has been the focus on sharing of resources and focus on economical delivery of services through painstaking coordination and effective collaboration with SEAs, EACs, IHEs, Chapter IV Centers, other MRCs, UW-Madison, research centers, professional organizations, businesses, LEAs and community agencies. By joining forces, a large number of the training events, where MRC staff conducted workshops, were successfully implemented while reaching a wider audience.

All activities were coordinated with the SEA Title VII office. Onsite training activities were done in collaboration with the LEA, who often provided not only the physical facilities, but refreshments and handout duplication. Most of these on-district training sessions were also offered to neighboring school districts, a generous contribution on the part of the LEA hosting the event.

The NCBE was invited but was unable to participate in the Regional Workshop, however, the intensity of collaboration and cooperation was not missing. During the year, NCBE provided advise, referrals, publications and searches for clients and MRC staff. MRC provided NCBE with a copy of the Annotated Bibliography on Educational Technology for the Education of the LEP Student, Draft I and Draft II versions. MRC staff also informed participants of workshops about the availability of NCBE collection and dissemination services, on-line subscription, publications for sale, Forum, electronic newsletter, and database collection. The MRC, by doing so, tried to put the practitioners in contact with the valuable services from NCBE. The staff at NCBE has been friendly, helpful and prompt in fulfilling any request from this Center or from our clients.

Major conferences and institutes in the service area have been done in collaboration with the EAC-West and East. Both centers exchange with the MRC a monthly calendar of events. Staff from EAC has been very helpful in responding to requests for workshops, presenting at state Task Force meetings (in Wisconsin), and doing an outstanding job in training in assessment and evaluation, sharing printed information, and providing referrals and lists of resources to the MRC and to our common clients in the region.

MRCs have collaborated during OBEMLA-sponsored Institutes and meetings and during much appreciated staff exchanges. The New England MRC has contributed its expertise in organizing and training school superintendents, and the InterAmerica and Oklahoma MRCs effected staff exchanges with our MRC, thus extending the use of our scarce personnel resources. MRC SA6 also has shared research papers from UW-Madison, Task 6 information, and has answered to any other request from assistance from the MRCs.

Evidence of this collaboration appeared on the descriptive summaries of services preceding this narrative. Following is a list of major state, regional or national events where collaboration between the MRC and others played a major role for the activity to actually take place.

The SEAs, as stated before, were always consulted and activities occurring in their states were always coordinated with their offices. However, some significant activities that the MRC collaborated with them are: the Minnesota Statewide New Teachers Workshop, an institute for training newly hired teachers or teachers new to a particular assignment/program; the Wisconsin SEA Bilingual/Bicultural/ESL Conference, also co-sponsored by several other educational agencies; the North Dakota Paraprofessionals Conference; Iowa SEA Bilingual/ESL Refugee Concerns Conference; North Dakota State Bilingual Conference; the North Dakota Multicultural Symposium; the Michigan Directors of LEP Programs Meeting/Institute; the Michigan SEA Bilingual/Migrant Education Conference, with several educational and business agencies as co-sponsors; the Minnesota SEA Spring Conference for the Education of LEP Students; the North Dakota Title VII Directors' Institute/Meeting (two); the South Dakota Title VII Directors' Institute/Meeting and the South Dakota Bilingual Association Summer Language Institute; Fourth Annual Institute for Instructional Assistants Who Teach LEP Students, at two sites in Michigan; and others.

The MRC staff collaborated with professional associations by presenting at some of their conferences such as: the Milwaukee Public Schools Professional Teachers Conference; National Council of Exceptional Children Conference, MN; South Dakota Association for Bilingual Education Conference; NABE Conference, Houston; American Education Research Association Conference, Atlanta; TESOL conference, Atlanta; International Technology Education Association Conference, North Carolina; and the conference in Multimedia Instruction Technology, Michigan.

Local educational, community and business organizations were MRC collaborators during regional training events reaching a larger audience. MRC staff presented at: Student/Parent Conference for Hispanics and Other Ethnic Groups, Minnesota; Conference for Asian Parents of LEP Students, Wisconsin; Hmong Parent Conference, Minnesota; Latino Parents Conference, Minnesota; North Dakota American Indian Languages Institute; Refugee Women Conference on Training Parents For Tomorrow, Wisconsin; Minnesota Paraprofessional Conference; Hmong Education Institute, Wisconsin; and others.

Some other far reaching events coordinated or done in collaboration with members of the Title VII network were: OBEMLA Title VII MRC Directors' Meeting (two), DC; Midwest Regional Conference for Teachers of Linguistically and Culturally Diverse Children, MRC SA 7, IL; OBEMLA Management Institute, Houston; MRC SA 6 Regional Workshop, (with EACs), MN; OBEMLA Staff Development Institute for MRC Trainers (DC).

Significant collaboration was achieved by coordinating MRC workshops and coursework with different IHEs in Service Area 6, to provide MRC clients with college, or professional credit hours. Some of the IHEs who collaborated with the MRC in this endeavor were: Eastern Michigan University; UW-Milwaukee; UW-Madison; Hamline University; Minot State College; Mercy College; Saginaw Valley University; Michigan State University; College of St. Thomas; Minneapolis Community College; University of North Dakota; Milwaukee Area Technical College; Wayne State University; and others.

MRC enhanced its services to clients by its internal coordination within the UW-Madison School of Education, specifically with The Wisconsin Center for Education Research (WCER), where the MRC is physically housed. The MRC strived to gather and select the latest findings from the research done at WCER, interpret and incorporate it into the content of MRC training. MRC staff tried to ensure that their workshops included research findings and effective developing practices. On many occasions the Center invited leading researchers from a variety of fields to address the participants at MRC training events or to present to MRC Staff. There is also the opportunity to meet one-on-one with the WCER researchers, to obtain information, clarification or literature that would reinforce the content and focus of an MRC training module.

The Center's implementation of its mission has been enhanced by its relationship to the Wisconsin Center for Education Research. In our proposal, we argued that the University of Wisconsin-Madison represented a unique opportunity for the development of MRC training activities and of the area of education technology in two ways: through the linkages facilitated by the WCER between the Center and professionals in the diverse fields of instructional curriculum and technology; and through cooperation between the Center and WCER faculty whose interests revolve around mathematics, computer lab instruction, education reform, and around the increasing diversity of this country's school-age population.

During the past year, the MRC capitalized on many opportunities with this association with WCER. For example, the Center was an active participant in WCER's Visiting Minority Scholars Lecture Series, specifically during lectures and individual meetings with Barbara J. Merino, University of California-Davis, and James Banks from the University of Washington at Seattle, Vonnie C. McLloid, University of Michigan, and Anna Maria Villegas from ETS. The Center has distributed copies of newsletters and publications from the National Center for Research Mathematics and Science Education (NCRMSE), Center on Organization and School Restructuring, and other WCER projects to other MRCs and members of the Title VII network.

The educational technology support and training at UW-Madison has been invaluable to the MRC staff, leading to the accomplishment of Task 6: collection, dissemination and incorporation to training. All UW-Madison resources are openly available to the MRC. Faculty and academic staff are generous in sharing information and collaborating with the MRC. The MRC is seen as an outreach arm to the practitioners, and as a two-way conduit of information between schools and the University; a) conveying needs from the field to the faculty to design programs of training, and, b) taking research findings from the University to be put into practice by instructional and administrative personnel in the schools.

THE MRC'S AREA OF SPECIALIZATION: EDUCATION TECHNOLOGY FOR PROGRAMS OF BILINGUAL EDUCATION

During the 1992-1993 contract year, the MRC focused its efforts in education technology for minority language, LEP students in five related areas: ongoing efforts to synthesize what various technologies (computer, video, audio, CDs, etc). have to offer to the education of LEP students; sharing of our own developing knowledge and expertise with other MRCs, EACs, and the NCBE; staff exchanges focused on technology education for LEP students; provision of training and technical assistance services in the Center's area of specialization; and, ongoing involvement in the professional organizations.

ONGOING REVIEW AND SYNTHESIS OF RESEARCH LITERATURE

The basis of our efforts in technology education for LEP students lies in the latest discoveries and upgrading of the current hardware and software, as well as in the research literature on the teaching and learning integrating the use of technology. The Center has continued to keep itself abreast of developments in these areas through subscriptions to professional journals in the teaching of language and content area through technology, the purchase of professional materials for inclusion in our resource collection, and acquiring complimentary copies of classroom application packages as they become available.

During the 1992-1993 contract year, an annotated bibliography was started featuring books, articles, and software categorized under five sections: I. Technology in the Classroom; II. Technology and Language Learning; III. Teacher Training In the Use of Technology; IV. Program Models Which Utilize Technology; and V. Instructional Resources. Versions of Draft I and Draft II of theis document have been disseminated to NCBE and to members of the Title VII network of Centers.

PART IV

EDUCATIONAL ENVIRONMENTAL CHANGES AND CURRENT ISSUES

PART IV

EDUCATIONAL ENVIRONMENTAL CHANGES AND CURRENT ISSUES

IOWA

Iowa mandates that LEAs conduct an annual LEP census and that they provide services to all students identified as being LEP (regardless of funding). Although the state does not mandate any specific program model, it does provide funds for educational services to LEP students on a prorated basis. State law requires that districts receiving funds develop a program of inservice activities for all staff involved with LEP students. School superintendents of LEAs reporting LEP student populations receive an annual inservice needs assessment form; the results of this SEA-conducted survey is used to design a plan for delivery of services based on SEA-LEA-MRC collaboration.

Another mechanism the Iowa SEA uses to assess LEA needs involves requests for inservice workshops that are received throughout the year, with most requests coming in the fall. The SEA develops a calendar of regional workshops and serves as a broker for their implementation. It identifies presenters, contracts consultants, pays travel costs, and generally coordinates these activities.

The recent implementation of ESL certification in Iowa is in direct response to a significant area of LEA need. Moreover, for the coming year, the IA SEA representative has indicated that training for superintendent-level administrators is an area in which he would like to work with the MRC.

The Iowa SEA representative attends most workshops in the state and obtains informal participant feedback concerning ongoing needs. The SEA also involves school districts in planning its Annual State Conference, and, typically, the MRC sends a representative to that meeting.

For Iowa, the SEA representative has requested that the MRC (a) conduct regional workshops at each of the Title VII sites in the state, (b) participate and present at the Annual Joint ESL/Bilingual Education and Refugee Concerns Conference, (c) conduct an Institute for parents of language minority students, (d) conduct outreach and sponsor a training institute for district level administrators; (e) assist with the updating of the state ESL curriculum guide and; (f) help the state conduct training sessions for educational agency personnel preparing to develop programs for LEP students.

On discussing future trends in Iowa with the SEA representative, the following points were identified:

a) There is a demographic shift in the refugee LEP population. Families from Rumania and other Eastern European countries, formerly part or satellites of the former Soviet Union, are migrating to urban areas in Iowa. Most impacted is the city of Des Moines where a Refugee Agency brings in and relocates newcomers. An effort is made to disperse the newly arrived Eastern European to other towns in Iowa.

b) Most programs in Iowa emphasize ESL instruction, which has created a high demand for ESL certified teachers. Former bilingual teachers are now taking approved graduate courses to obtain ESL certification, which requires a minimum of 24 semester hours in specific courses. Thus, a large number of ESL teachers in Iowa are also experienced bilingual teachers.

c) The State Department of Education is encouraging districts with LEP populations to apply for Title VII funds. Des Moines, with the largest influx, applied this year. Fort Dodge Community Schools and several other districts are also preparing to submit proposals to OBEMLA.

MICHIGAN

Michigan's state law mandates bilingual instruction for all attendance centers reporting more than 20 students from the same ethnolinguistic group; such programs are supported by state and local funds. Hence, in Michigan there are two different census counts: students who are eligible for services, and students who actually receive services. The latter is a subset of the former because many students may be eligible for services, but there are not enough students at any given attendance center for services to be mandated.

Large numbers of programs in Michigan involve bilingual teacher aides who pull students out of their regular classrooms and provide them with native language tutorial assistance. Due to the low number of certified bilingual teachers, and the existence of some scattered populations of LEP students even within highly impacted areas, pull-out programs are used more frequently than self-contained classrooms. Thus, teacher-aide training needs are an ongoing focus of SEA initiatives. In response to this need, the MRC has sponsored a series of summer and school-year institutes for bilingual paraprofessional staff; we propose to continue in these efforts during the coming cycle.

State law also mandates bilingual certification. There are 73 language groups for which bilingual instruction is mandated, yet endorsements are available for only four: Spanish, Arabic, Chaldean, and Ojibwa. The relative inservice needs of other language groups, therefore, increase. In partial response to the insufficient numbers of bilingual certified teachers, some school personnel in Michigan are advocating the creation of an English As A Second Language license or certificate. Presently, the State Board of Education is considering this idea. If it passes, it will create additional training demands for the Center to assist the IHEs to design and implement programs for ESL certification.

The projected retirement of older teachers throughout the state is both a challenge and a major opportunity for the education of LEP students. If large numbers of language minorities can successfully complete teacher-training programs, the retiring work force can be replaced with competent teachers who will also be able to serve the LEP students in their classrooms. The MI SEA has worked with IHEs to promote certification of bilingual aides by offering credit for training activities like the SEA-sponsored State Conference.

Another challenge and opportunity lies in the new emphasis that is being given to local school empowerment by the City of Detroit Public Schools. These initiatives mean that schools will have increasing autonomy, but also responsibility, for the education of all their students. One particular facet of this initiative includes increased staff development for school teachers and administrators; specially targeted for some of these efforts are schools that enroll large numbers of LEP students.

Finally, formal mechanisms for assessing LEA needs include an annual census of LEP students that provides demographic information.

The Michigan SEA has served as a catalyst for ongoing coordination meetings among service providers (such as the Programs for Educational Opportunity at the University of Michigan-Ann Arbor, which is the Title IV-funded desegregation assistance center) and IHEs in the state. In addition, the SEA has held regular meetings of state bilingual project directors at which LEA needs are discussed. The MRC staff in Michigan attends these and similar meetings to coordinate services and to obtain information about LEA needs.

The Annual State Bilingual/Migrant Education Conference involves active collaboration among LEAs, IHEs and other agencies. The cooperating agencies provide ongoing input into planning and implementing these activities. MRC staff has played an active role in these activities as well.

For Michigan, the SEA has requested that the MRC; (a) conduct its regular series of statewide workshops for the education of LEP students on "teaching LEP students in mainstream classrooms," "using the native language to enhance content learning," "using technology in the education of LEP students," "making the most of your bilingual skills" (for bilingual tutors), "literacy instruction"; (b) participate in the annual Bilingual and Migrant Education Conference; (c) provide Intensive Field- Based Staff Development Services to the Detroit, Flint, Dearborn and Walled Lake school districts; (d) conduct the annual institute for bilingual instructional assistants; (e) provide back-to-school workshops around the state; and (f) provide outreach and a training institute for administrators entitled "Building Successful Programs for Bilingual Students."

MINNESOTA

Demographic Shifts

According to the information gathered from Final Reports sent by the districts to the Limited English Proficient (LEP) Education Unit and the Minnesota automated Reporting Student System (MARSS), over 25,000 students in Minnesota have first languages other than English. In 1991-1992, the same source showed, that over 15,000 K-12 LEP students were served in over 140 districts throughout the state. The number of languages spoken by these students totaled 60; however, the majority of the students identified the following languages as their primary language: Hmong, Spanish, Vietnamese, Lao and Cambodian.

Approximately 40,000 refugees and immigrants have settled in Minnesota, including about 36,000 Southeast Asians. Minnesota continues to rank among the top six states in total Southeast Asian refugee population. This population is slowly but steadily increasing. During this school year, the large metropolitan districts have seen a significant increase in the number of students not only representing the Southeast Asian cultures but also Eastern European, Soviet Jews, African, and Arabic cultures. This increase is undoubtedly due to political activities around the world.

Local Educational Agencies (LEAs) continue to see new arrivals of LEP students at each grade level. However, the number of new LEP kindergarten students has far exceeded the number of new LEP students in each of the other grades. Information gathered from public assistance agencies indicates that the number of children five years old and under is double that of the total in the 6-18 year-old school-aged Southeast Asian refugee category. A high birth rate among the Hmong and Cambodian refugees is greatly contributing to this increase in the 0-5 year-old population. These children arrive at school from a closely knit non-English-speaking home environment and have had little or no contact with English.

While the Southeast Asian refugee population is the largest group of recent LEP arrivals in Minnesota schools, Spanish-speaking students, mainly of Mexican-American background, continue to contribute to the K-12 LEP school population. Hispanic migrant families who have been employed primarily in the southern, west central, and northern Red River Valley regions of the state, have settled out of the migrant stream and, the children, many of whom are classified as LEP, form part of the permanent Minnesota school population.

In addition to the Southeast Asian and Hispanic populations described above, Minnesota continues to receive refugees from Poland, Ethiopia, USSR, Czechoslovakia, Hungary, Tibet, and Romania. Most recently, districts have enrolled students from a variety of Arabic-speaking countries.

Added to the LEP population described above, Minnesota schools also enroll a considerable number of adopted LEP children. There are some active adoption agencies in Minnesota which help bring foreign-born children to this area. The number of school-age children in this group is quite high. Most of these children arrive here directly from Korea, India, and Central and South America.

The American Indian population in the northern rural areas, as well as in the Twin Cities, continues to preserve both its native Ojibwa language and culture. Elementary school-age students experience difficulties in an all-English classroom environment, often resulting in poor academic performance and eventual dropping out of school. Over the past several years, a number of programs serving Ojibwa Indian children have received Title VII funding in Minnesota. They include Fond du Lac, Onamia, Red Lake and the Red School House.

The LEP population is growing in size, geographic distribution and in diversity. Because of this growth, there is a continued and growing need for outside resources and training.

Outlook for Next Year

- The LEP population is served by other agencies, organizations and programs as well as through educational services. In order to meet the needs of Minnesota's growing population, it is necessary to coordinate and cooperate in planning and carrying out services for LEP students so that they are executed efficiently and resources are maximized.

- In 1979, a statewide needs assessment was conducted on the number of LEP students in the state, their needs, and the availability of trained teachers and material resources to meet these needs. As a result of this needs assessment, legislation was passed in 1980 which provides reimbursement to districts for a portion of the salary for bilingual/ESL staff. This reimbursement is only available to districts who have licensed teachers. Many of the LEP students in Minnesota are scattered in small numbers attending rural districts. Some of the teachers in these small districts do not have access to teacher licensing programs nor are these districts able to attract licensed teachers to work parttime. For these reasons there is a need to provide training concerning LEP issues for the teachers working on variances. These teachers are required to attend 18 hours of training each year. The New Teacher Workshops by the Department of Education provide this needed training.

- The LEP population is growing both in number and in geographic distribution. As a result, educators have expressed a need to have training, information and communication opportunities in order to better serve LEP students. The Statewide Spring Conference is held to keep educators informed of current information concerning information, resources and programs.

- There are a lack of programs and resources in communities which have great needs. There have been many requests by LEAs to assist them in obtaining financial resources in starting or improving programs for their LEP populations.

- Many districts in Minnesota do not have staff with expertise concerning issues involved with Bilingual Education; therefore there is demand for training for districts that request specific topics in accordance with their needs.

- Title VII project coordinators express a desire to share information and training. Conducting a yearly meeting for the coordinators gives them this opportunity.

- Because the LEP population in Minnesota is moderately new, changing and growing, there is a need to develop and share resources and materials that will assist districts in providing high quality service for LEP students.

- The number of districts in Minnesota serving LEP students has grown this year from about 130 to 146. Districts serving LEP students for the first time, as well as districts with new programs and/or changing staff, often request assistance in planning and developing programs, curricula and training in order to provide high quality services to LEP students.

- In order to provide assistance to LEAs, SEA staff must be informed about current trends, theories, and programs in the education of LEP students and to exchange information with SEAs from other states.

- Many of the districts serving LEP students are lacking resources due, in part, to one or more of the following factors: remote location, low LEP student population, relative newness of the program, lack of funds. There is a need to collect, organize and disseminate information regarding available resources and materials for district staff working with LEP students.

Various districts have applied for Title VII funding. Funding under the Title VII Bilingual Education Act will enable the Minnesota Department of Education, Limited English Proficiency Education Unit, to expand its data collection efforts and to continue to improve support services through inservice training and technical assistance to the state's limited English proficient population.

Legislative Changes

The recent legislative action on the Education Bill included three significant items regarding LEP education:

1. The state funding will reimburse teachers' salaries at a 1:40 ratio (a change from 1:45). The rate of 55.5% stays the same.

2. The law defines teachers to include "unlicensed personnel" working under a licensed teacher (doesn't say ESL or bilingual teacher).

3. Money is available to districts for a percentage of money spent on materials. (The way it is written may cause some inequities in the distribution of resources.)

It is still unclear what impact all of this will have, but it could be significant, especially the reimbursing for paraprofessionals. It could also be in direct conflict with licensing rules. The state is still undergoing restructure and reform. It is expected that clarification will be forthcoming on how to interpret and effect these changes.

In another part of the Education Bill, they have said they will allow teachers who have completed all their coursework to continue to teach with provisional licenses and have asked the Board of Teaching to look into a teacher competency exam that is culturally sensitive and looks at needs of minorities and teachers whose first language is not English. This essentially puts the PPST, the currently-used test (put out by ETS) on hold. This is considered by persons in minority language education to be major news which may significantly impact bilingual teachers.

Minnesota state law mandates services for LEP students but allows LEA flexibility on program models. Partial reimbursement of LEA services for LEP students is contingent on; (a) an actual count of LEP students and; (b) the use of certified ESL and/or bilingual teachers when available, or attendance by beginning teachers at a minimum of 18 contact hours of inservice training. The former requirement is the basis for the Minnesota LEP census; the latter for the SEA's ongoing teacher training in the education of LEP students.

ESL licensure programs have been approved at four IHEs in the Twin Cities and two elsewhere in the state. The University of Minnesota-Minneapolis, Hamline University, and the College of Saint Scholastica offer bilingual licensure programs.

The Minnesota SEA does not use a formal questionnaire to assess LEA needs. Rather, it depends on its ongoing interactions with LEAs in responding to their queries and service requests, in planning conferences and institutes, and in the informal networks of LEA program directors involved in the education of LEP students. Recently, the SEA has begun to convene meetings of LEA coordinators of services for LEP students. The MN Field Representative has attended and will continue to attend these meetings.

MRC/Minnesota SEA Future Plans

An ongoing concern has been the provision of training for bilingual paraprofessional staff throughout the state. In response to those concerns, the MRC has sponsored, with the SEA and cooperating LEAs, an annual Institute for Bilingual Paraprofessional Staff. This institute, now in its fourth year, has drawn participants from throughout the state, and it is planned to continue on subsequent years.

Minnesota SEA initiatives include the pilot testing of an introductory parent's manual and of parent training modules. The MRC will cooperate in this effort with the SEA.

Another area of developing need concerns the settling of migrant workers throughout the state, as canning plants have gone into year-round production or for other reasons. Many rural districts are encountering--for the first time ever--children of limited English proficiency. The MRC has been called on to provide training and technical assistance on very basic topics such as crosscultural awareness and communication, Hispanic culture, basic ESL methods, and parent involvement.

The Minnesota SEA has requested the MRC to collaborate with it in the design and implementation of; (a) new teachers workshops, (b) an institute for parents of bilingual children, (c) the annual statewide conference, (d) the annual institute for bilingual paraprofessional staff, (e) an institute for school administrators on the education of LEP students, and (f) a summer institute on working with

LEP students in mainstream classrooms. These needs and requests are reflected in our proposed Calendar of Services for Minnesota.

NORTH DAKOTA

North Dakota is a land of many cultures and languages. It is a place where a person can be greeted in Lakota at an Indian Pow Wow, hear Norwegian at a Scandinavian church supper, or Spanish in the sugar beet fields of the Red River Valley. While North Dakota's ethnic population is similar to that of neighboring states in the Midwest, it is somewhat unique due to its large and diverse American Indian population. North Dakota is home to five tribal groups with distinct languages and cultures. The state has not escaped from the recent influx of immigrants from Eastern Europe, preceding and coinciding with the political dissolution of the Soviet Union. Indeed, as a consequence of the Gulf War, displaced families from the Middle East, such as the Kurds, have sought refuge in North Dakota. Thus, other ethnic and linguistic factors, in addition to the Native American educational issues, are now considered by the North Dakota SEA when creating initiatives for appropriate and effective programs of instruction for these diverse groups.

Presently there are approximately 9,580 identified language minority students in the state, although the numbers are likely to be substantially more than that. This figure, which is about 7% of the total school enrollment of 127,370, is based on an annual, self-reporting survey of the schools conducted by the state department of education. The largest language minority student group is American Indian, with Hispanic/migrant students comprising the second largest group. The rest of the students are refugee/new immigrant students who come from a variety of language and cultural backgrounds. Though school enrollment is decreasing in many North Dakota schools, the ethnic minority population is increasing.

The North Dakota Department of Public Instruction has addressed the challenge of meeting the needs of language minority/limited English proficient (LEP) students impacting the State's school districts by creating the Bilingual Education section. This section has the responsibility of implementing Title VII of the Elementary and Secondary Education ACT of 1965, as amended.

The New Town Title VII project is currently implementing a Native American language instruction program for middle and high school students utilizing computers. The language being learned is Hidatsa, and the software developed integrates traditional and cultural aspects of this group of speakers. In fact, members of the community are involved as instructors in the computer language lab. This approach has benefited the members of the community who knew the oral language, but had to learn the computers and the written form before participating as assistants to the teachers.

The Bismarck Public Schools, Bismarck United Tribes, and White Shield Schools requested from the MRC, a training series carrying academic credit toward endorsement. This series, entitled Teachers Assistance Teams and the LEP Student, will start this Fall and will include Title VII administrators and teachers.

The North Dakota Bilingual/Bicultural Education Association (NDABBE) is focusing on building support for Bilingual Education Programs by targeting their state conference, not only to members and teachers, but to the mainstream school administrators and community leaders from the different ethnic groups. The content of the conference will address the Why, What and How of bilingual education, thus encouraging and engaging the key personnel support.

The MRC keeps abreast of current issues from their communication with the North-Central Indian Technical Assistance Center II, at the United Tribes Technical College in Bismarck. It publishes a bi-monthly newsletter which is very helpful to the MRC staff for understanding what is happening in the Indian schools, where most of the Title VII funded projects are located. As an example, a recent newsletter issue showcased projects employing effective instructional and administrative practices which can be replicated. One of these projects is the Detroit Lakes Public Schools, which happens to have a

Minnesota Chippewa Tribe affiliation. Chippewa bands are also located in Michigan Upper Peninsula and in the northern part of Wisconsin. Schools in those reservations within MRC SA6 can benefit by learning of projects that have succeeded in reducing dropout rates and increasing motivation and academic achievement, while integrating the Chippewa traditions. The MRC will continue to work with this agency to identify and promote ideas and approaches that work.

Summarizing, there is a general trend in the part of the state government and the multicultural community to become more attuned to traditional values of other cultures, and to attend to the education of those students from different language backgrounds. Emphasis has been put on validating the Native American culture as an important component of the North Dakota heritage. At the same time, Native American leaders have expressed their concerns about dysfunctional families, low achieving students, and self-destructing behavior of individuals including adolescents and adults. They are delving into the past for answers, by reviving the language of their ancestors, traditional values, mores, customs and history, in order to be used as an anchor by the present Native American student to better emulate a positive attitude and behavior that will allow positive integration into both the reservation and the society at large.

The North Dakota SEA conducts an annual needs assessment and analysis as part of its Title VII grant report to the Department of Education. The summary was shared with us in a document entitled *North Dakota Bilingual Education Information: 1991-1992* (Rasmussen, 1992):

> *Though school enrollment is decreasing in many North Dakota schools, the LEP population is increasing due to several reasons:*
>
> 1. *Growth of Native American population . . .*
> 2. *Growth of the Hispanic population in the State as the migrant population continues to "settle out" . . .*
> 3. *Increase in refugees in North Dakota . . .*
>
> *Despite the numbers of LEP students and requirement to provide services for them, school districts in North Dakota are not appropriately serving their students. The biggest problem is the lack of trained professionals. Unfortunately, the necessary courses in bilingual education and*

> *English as a second language are not being offered in Institutions of Higher Education in North Dakota. Even schools with federally funded language programs for their LEP students are having trouble training their staff.*
>
> *Twelve school districts in North Dakota presently receive Title VII funding for 14 instructional programs for LEP students. They all have a training requirement in their programs and funding for coursework. Five school districts receive Bureau of Indian Affairs funding for bilingual education programs, which also has funding for training. The University of North Dakota and Turtle Mountain Community College have applied for and received Title VII bilingual education programs funds. These programs are also required to provide training for their staff.*
>
> *Courses and training are definitely needed for educators serving LEP students in North Dakota. The lack of appropriate programs of study at colleges and universities in the State makes it difficult for school districts to meet OCR requirements to provide appropriate educational services and jeopardizes their ability to receive federal funding. It is difficult for us at the Department of Public Instruction to gather information on LEP students in North Dakota as required by the U.S. Department of Education because educators at local school districts are not trained to appropriately identify and develop programs for students.*
>
> *North Dakota is one of the few states in the country that did not provide any training in bilingual education [or] English as a second language through its Institutes of Higher Education. Recently, the State Certification Office of the Department instituted an optional endorsement to be attached to a Standard North Dakota Teaching Certificate in the area of Bilingual Education/English as a Second Language. Coursework provided for educators interested in obtaining the endorsement would certainly be helpful, along with inservice in all areas of bilingual education and ESL.* (pp. 1-2)

In addition to the needs the SEA so eloquently expressed, it conducts meetings with its Title VII Project Directors in an effort to assess needs and to plan upcoming activities, such as an Annual American Indian Conference. At these meetings, projects express their training needs and the SEA helps to coordinate services so that they can be targeted in the most cost effective manner possible. Other projects and initiatives requested of the MRC by the ND SEA include; (a) participation at ND Indian Education Conference, (b) workshops on the uses of computers for education, (c) presentations on the impact of school restructuring on the education of language minority students to school district administrators, (d) workshops for principals on the education of language minority students, (e) participation in the annual State Multicultural Symposium, (f) presentations at the State Bilingual Education Conference, and (g) a summer institute on a topic involving the education of LEP students.

There has been an emphasis in reviving the North Dakota American Indian languages and incorporating them into the curriculum. Directors of Title VII programs, teachers, and teaching assistants from across the state of North Dakota gathered to address the need for American Indian language programs in order to preserve these languages, many of which are on the verge of extinction due to a rapid decrease in the number of native speakers. Participants agreed that these languages need to be taught in the schools to maintain the language and to improve the self esteem and cultural understanding of American Indian students. Various consultants from around the country presented information on their language renewal or bilingual programs. Keiki Kawai'ae'a, from the University of Hawaii, and Hokulani Cleeland, a language instructor in Kaua'i, Hawaii, presented information and materials from their Hawaiian language immersion programs. Philbert Watahomigie, from the Peach Springs reservation in Arizona, presented the bilingual curriculum being used in their schools to teach Hulapai and English concurrently. Other presentations involved using multi-media and computers to teach language. Kristina Sargeant, of MRC SA6, gave technical assistance in the areas of language acquisition and components of a language curriculum. Though the intent of the workshop was to write a K-12 language curriculum, participants realized that other issues needed to be addressed first, such as, which native language to teach in schools where more than one language was represented. Also, since barriers, to teaching native languages existed in the schools and communities, these needed to be discussed and possible solutions reached before curriculum writing could begin. The time allotted for curriculum writing was devoted to a general discussion of solutions to barriers such as lack of resources and community support, funding and issues of teacher accreditation. Most school districts represented felt that the best program would be an early immersion program beginning with pre-school and kindergarten with the addition of a grade each school year so that, eventually, grades K-12 would be taught mostly in the native language with an English component added in the elementary grades. Another result of the conference was the writing of a vision statement that expressed the desire for American Indian students to be fluent bilingual by the year 2000.

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SOUTH DAKOTA

South Dakota is a rural and sparsely populated state with a population of approximately 700,000 people. Seven percent of the state's population speak a language other than English at home. As per the Fall 1992 statistics, the pre-K-12 school population was 152,009. There are 266 school districts/systems of which there are 178 public schools and 88 non-public/BIA systems. Within the past year, the student enrollment has increased by 3%, with the largest percent of increase among the Native American student population.

Indian student population in the public schools is 11,848 and 7,599 in the non-public schools, for a total of 19,447. There is a total of 2,943 students from Asian, Hispanic, and African-American backgrounds. Since 1989, South Dakota has experienced a 23% increase in African-American students, a 13% increase in Asian students, a 29% increase in Hispanic students, and a 17% increase in the number of Native American students. There has been a 2% increase in the past year in the total minority school population. A total 1,255 Hutterite or German-speaking students have moved into 50 colonies and are served by both public and non-public schools. This figure increased 5% from the previous year. These children seldom attend school beyond eighth grade. Girls, in particular, because of their position in the Hutterite colonies, are not encouraged to further their education. Hutterite students, when administered the Boehm test, scored two grade levels below the national norm.

From data collected by the South Dakota SEA in 1992, there are 9,961 identified LEP students the state. There are an additional 5,428 students in need of bilingual or ESL educational programs such as Title VII. Currently, all districts operating with Title VII funds are located on Indian reservations. Sioux Falls, Rapid City and Douglas School Districts operate the largest ESL programs at the local level.

Another area of concern among educators in South Dakota is the Indian dropout rate. SEA summaries indicate a 18.09% dropout rate for Indian students, compared to 2.43% for white students at the same 9-12 grade levels. Indian students also scored five points below the state average in ACT testing. Educators attribute this discrepancy to an astonishingly high rate of under achievement coupled with extremely low self-esteem of the Native American youth and apparent lack of effective minority role models in leadership positions.

South Dakota is focusing on creating effective programs which will reduce the dropout rate. Elements to be included are:

- Establishment of a State Government Youth at Risk Task Force,
- Continuation of the Indian Youth Coalition 2000,
- Summit meeting of the Governor and community leaders to address the issue,
- Education conferences to address the National Education Goals, entitled "Families First",
- A look at alternate means of assessment for limited English proficient students,

- Parent leadership and school involvement training,
- Continued utilization of services from SEA, MRC, Chapter IV centers,
- Staff development programs in ESL and multicultural education for mainstream teachers,
- Training in new teaching technologies,
- Recognition of Native American culture as part of the South Dakota heritage,
- Literacy and language skills emphasis.

There is no state teacher certification requirement for teachers in ESL/bilingual programs of instruction. The bilingual teachers, however, are encouraged to take ESL method courses, since there is a shortage of teachers exhibiting those competencies. The state has a teacher certificate endorsement for teaching Lakota.

The MRC already has a preliminary plan of inservices for this Fall, based on follow-up to this year's training and newly identified needs by the SEA and clients.

The South Dakota SEA also gathers information for its annual report to the U.S. Department of Education. It convenes meetings of project directors to plan and discuss upcoming events, to coordinate training events and for directors to have opportunities to meet and share concerns and ways of resolving those issues.

Ongoing initiatives by the SEA include support for two annual conferences: one on Indian eEducation and the other on bilingual education. Like all the other SEAs who were surveyed for this proposal, the SD SEA representative requested MRC participation in outreach and training for school administrators. Other specific LEA-based requests include; a) the implementation of non-pull-out programs, (b) teaching mathematics, science, and technology, (c) language arts through computer technologies, (d) cooperative learning, (e) school restructuring and its impact on language minority students, (e) presentations at the annual Bilingual/Bicultural Education Conference; and (g) a summer institute on language development. These needs and requests are reflected in our tentative Calendar of

Services for South Dakota.

WISCONSIN

Wisconsin state law mandates an LEP census and the institution of bilingual programs in attendance centers with over 20 students. Given the shortage of certified bilingual teachers,[1] or even of teacher aides, the law was recently amended to allow for the use of ESL and other flexible programs, though preference is still to be given to the hiring of certified bilingual teaching staff. Costs for providing educational services to LEP students are partially reimbursed.

Another Wisconsin law with repercussions for LEAs concerns minimum competency tests, which schools may use as graduation requirements. These tests are subject to specific guidelines when administered to LEP students.

The Wisconsin SEA conducts a needs assessment of all Project Directors during the spring of each year in preparation for a coōrdination and planning meeting with them. At this meeting, the needs assessment is reviewed. Also, topics are prioritized and are assigned to one of four vehicles for service delivery: the annual state conference (held in the fall of each year), a statewide workshop hosted by the SEA, and a regional or local workshop--both of which are hosted by the local LEA.

State and federal policies require all school districts to provide equal educational opportunities for all pupils, including those defined as limited English proficient (LEP). State statutes define LEP pupils as those who have difficulty performing ordinary classwork in English because a non-English language is used in family or non-school surroundings. Although all districts must provide appropriate educational assistance to all LEP pupils, only districts with specified concentrations of LEP pupils who speak the same native language must establish formal bilingual-bicultural education programs, and are therefore eligible for reimbursement of a portion of their expenditures.

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[1] For Hmong, the state's second largest LEP student population, there are only two certified bilingual teachers in the state.

In fiscal year 1992-1993, a total of $8.3 million in state funds was distributed through a categorical aid appropriation to 35 school districts for costs of operating formal bilingual-bicultural education programs during the 1992-1993 school year. This appropriation funded 42.5% of eligible costs, compared to 58.6% of 1987-88 qualified program costs that were reimbursed in FY 1988-1989.

The major factor contributing to the $9.9 million increase in local costs is the increase in the number of LEP pupils in Wisconsin. From the 1987-88 through the 1991-92 school year, the LEP pupil population enrolled in those districts eligible for reimbursement increased 55.2%, from 6,801 to 10,552. During the same five-year period, a total of 210.7 full-time equivalent program staff, whose salaries were eligible for reimbursement, were added by districts with required programs.

However, because statutes allow districts considerable flexibility in the development and staffing of formal programs, there is not a direct relationship between increases in pupil enrollments and district staffing and other programmatic decisions. Rather, because of a lack of program standards, district decisions vary concerning staffing levels, including the type of staff used program design, and the length of time pupils spend in programs. Decisions in each of these areas affect costs, as reflected by significant variations in 1991-92 per pupil costs for districts providing educational programs to LEP pupils with the same native language.

In the area of staffing, state standards do not specify minimum pupil to staff ratios or the extent to which aides, rather than teachers, should provide instruction. As a result, staffing levels vary and, more significantly, some districts rely more heavily on certified bilingual or English As A Second Language teachers, while other districts rely on aides fluent in the native language of enrolled LEP pupils. Because the compensation of aides is significantly less than that of certified teachers, districts that rely more heavily on aides have lower costs than districts relying on certified teachers.

District decisions regarding the type of program through which educational services are provided also affect costs. Debate exists as to the most effective method of improving the English language skills of LEP pupils, and neither state nor federal requirements mandate a standard program approach. jIn Wisconsin, almost all "bilingual" instruction, which includes instruction in both English and another language, is for LEP pupils with Spanish as their native language. Most other LEP pupils participate in specialized English As A Second Language instruction, which focuses on improving the English language abilities of LEP pupils.

Finally, state statutes do not include entrance and exit standards, and available information on the amount of time spent in bilingual-bicultural programs is incomplete and inconsistently reported. To some extent, differences in how districts define an LEP pupil and measure English language proficiency also limit the usefulness of available information. For example, most districts will continue to monitor the overall academic achievement of pupils who have participated in LEP programs for as long as these pupils are enrolled in the district, because the districts always define and report these pupils as LEP.

The Wisconsin State Superintendent's Advisory Council on Bilingual/ESL Education has identified a number of needs in regards to services to LEP students, and have come up with a series of recommendations to improve the situation. They cover the areas of: state policy and funding which they recommend to include administrators' manuals and Resource and Planning guides for bilingual and ESL education; program models, content, and priority target grade levels; standardization of assessment procedures, state criteria for assessment, placement, an exit of LEP students, as well as properly trained staff to carried it out; staffing and training leading to qualified teachers/aides and in adequate numbers to meet the demand; effective procedures and training for improving home-school communication for language minority families; inclusion by the department, and all school districts, of LEP students needs and issues, when legislative policy initiatives, educational programs and activities are studied and determined.

The Wisconsin Legislative Audit Bureau conducted an in-depth study of the numbers of minority language students in the state, services provided and resources available. It concluded that all LEP students are not being served, that there is not consistency of approaches to deal with appropriate identification, placement or instructional services, and that Wisconsin SEA and local school districts need to make an effort in applying for and obtaining federal money (as the neighboring states of Illinois, Iowa, Minnesota and Michigan have been doing). More efforts in that direction should be forthcoming next Fall during the next grant application cycle.

The MRC will continue its training and technical assistance efforts in coordination with the Wisconsin SEA, University of Wisconsin-Madison, and other IHEs, to respond to the staff development needs of the 35 districts in Wisconsin providing services to LEP students, as well as to those districts preparing to design and implement such programs of instruction for language minority students.

ATTACHMENT A:

Raw data documentation of workshop results

(sample selected at random)

IOWA

Title: Working with LEP Students In the Mainstream Classroom - Session A
Location: South Tama, IA
Presenter: Diaz
Date: 10/08/92
Attendance: 88
Evaluations: 41
Usefulness Questions: Average: 3.92 S.D. .84

As a student teacher, I have observed that a lot of teachers are frustrated not w/the ESL students or their parents, but w/the lack of faith & trust on the part of administrators and board members as to the choices & recommendations that the teachers are making to manage and work with a new program in its beginning stages. It is sad to see that changes are not welcome when in the best interest of the students.

Pretty much a first experience (for me) with ESL or LEP as a concept. Very good first step--nice connection between good teaching & helping LEP students.

Good--but the school needs to provide time for us to consult together/reflect about the info so we can begin to incorporate.

...We are beginning to get more & more LEP students in our district. The information will help us be more aware of special problems these students have.

Once again, what is good for LEP or bi-cultural student is good for all students. It's good to know that some of the things we have tried--in dealing with LEP students--are successful and are some of the recommended strategies.

The handbook is helpful. The notion that silence is spoken. Your body speaks for you or just your silence might be perceived as consent. The silence will be picked up by students, too. Also, I give too many instructions. I need to be short and "do-able" -- Overloading a student with English, thinking more is better.

Renewed awareness of cultural differences. Student-teacher relationships can be helped by creating a student-teacher-parent triangle. We need more support for the non-academic use in LEP students.

As a former ESL teacher, the info was familiar but essential as review & verification. I was encouraged to stick to the ideas I know work & not give in to pressures of negative attitudes, slow-paced reaction by district, & finances. The students deserve our very best - all students, LEP & mainstream, benefit from good programming. Teachers also benefit if they can see open-mindedly.

I realized that negative attitudes towards a culture will be perceived if a teacher remains silent about the culture & language.

I learned some basic things that I'm doing in my classroom that may be making it more difficult for some students to learn. I felt this information will be very useful for me as a regular classroom teacher.

I learned about how we can help LEP students feel comfortable in the classroom. I also learned how I can work with parents & that they should not be ignored (the powerlessness that parents feel upon being in an area that is completely foreign).

Strengthened what I had heard about working w/NES families or LEP families. Sometimes after a few rebuttles on what I do I question myself so it was very reassuring. I have seen most of the situations you speak of in our own community. What you share is very true & I'm glad you could share with all the staff.

Concepts about facility with first lang. being a contributor to success w/English. Value of prior learning to school experience.

Gave me a clearer picture of what we as a district should aim toward for our ESL students.

Try out what? I need some guidelines as to where to start.

The info was presented well & just what I needed. Would like you to visit our room to let me know what I can do better. Wished we could have had more time.

We could have had some visual aids to make it more interesting.

Received confirmation of many things I'm doing correct w/Hispanics in my classroom. I see I need to make things more concrete & allow them to converse in their language too.

Please help us get a program going in this district. I tried 2 yrs ago to locate materials & tell administrators this was coming, but nothing was done. Now we're doing the very minimum which isn't enough!

This year I do not have any ESL students or LEP students. But I do think it is beneficial just in daily life. We need to remember the white culture isn't the right culture.

Need more actual classroom ideas on the dos. The question-answer session was the best.

It reminded me to stop & remember/consider differences among the classroom. It opened my eyes to look for better resources.

The more I learn the more I am finding I need to learn & that is a wonderful feeling. This workshop needs to be presented more in depth & our community needs to be a part of the accepting mode. As teachers & counselors we need to look at our prejudices & feelings & be aware of those. That way we can be more accepting & aware.

We definitely need ESL instruction for these students (more than 30 minutes a day would be best)

Learned subtle ways to make the classroom situation more meaningful & pleasant for LEP students, but some ideas won't apply to us, since we don't have interpreters available.

How do we pay for the needed help?

This was the first such workshop I've attended. I feel I'm more prepared, but I need more training. How can districts afford to appropriately deal with the needs of LEP students?

As a future teacher who will most likely face the opportunity to have an LEP student this will help me to be better prepared.

Title: Instruction of LEP Students in the Mainstream Classroom (a.m. session)
Location: Marshalltown, IA
Presenter: Diaz
Date: 12/04/92
Attendance: 21
Evaluations: 17
Usefulness Question: Average: 3.84 S.D. .98
Comments: I'm frustrated with our current program and approach because I see these kids "checking out" in eighth grade.

Learned a lot, would like to learn more.

I need to know what help is available, how to access - seems to have no one "in charge" in district, no direction. Most teachers seem to feel there is no direction and no job description and no support.

I'm glad to have the list of "myths" to dispel so many beliefs in this town. Also, to learn that hispanic parents do want their children to get a good education.

We need to appreciate strengths students bring with them. parents need to be included more. It helps to be literate in their first language. Very stressful for students to have to make choice between English & their first language. Students should not have to make the choice.

We have made many gains & positive action for Hispanics at our school. I like the idea of intro. tape of the school, good reminders.

Teachers are needing to know that what they do with the LEP students is also good for all students.

I'm motivated to translate more. Both for the students and parents. I almost disagree with ESL and lean toward multilinguistic language. My handicapped ESL/Hispanic students need growth in their first lang.

I learned that I should have more activities other than just teaching them English. Teaching them about math, science in their native lang. Having more communication with parents so they can feel more comfortable with the school their child attends.

I plan to use suggestions for making families feel welcome - printed material, inviting them into the classroom. I am more aware of the feelings these children may have, i.e., language is power.

I enjoyed the myths of LEP. I think we should run it off and send out to the community. I'm going to pursue welcome signs for the school in Spanish.

I think much of what we are doing is on target but you certainly challenged some practices.

Reinforced fact that the LEP families do want the best for all their children in the "new place"

Title: Instruction of LEP Students in the Mainstream Classroom
Location: Sioux City, IA
Presenter: Diaz
Date: 01/12/93
Attendance: 37
Evaluations: 33
Usefulness Question: Average: 4.0 S.D. 1.0
Comments: I found the learning about BICS and CALP very informative. "Teachers are easily fooled-" my hope is to learn from this and truly search for true understanding.

Found that there are many practices that teachers use in the classroom that could be a little demeaning to some students.

We need resources of other languages to be used in our rooms (talking books, periodicals, tapes, films, etc.)

Title: 1993 IOWA ESL/BILINGUAL EDUCATION AND REFUGEE CONCERNS CONFERENCE. Theme: Notes of Diversity:The American Cultural Symphony
Location: Des Moines, IA

Title: Education, Communication and Public Relations: Working With Administrators
Presenter: Diaz
Date: 02/10/93
Attendance: 22
Evaluations: 17
Usefulness Question: Average: 4.47 S.D. 1.24
Comments: This session is the ticket to our program's success.

I came to this workshop because I'm not happy about our district's ESL program. I realize I need to be a better PR person, ouch! I need to present my problems with more solutions & stay positive! My beliefs were strengthened & challenged to be more effective.

Be positive & be visible are the biggest problem I face in the schools that I am working for. The students don't feel they belong to the mainstream. They are lost and hopeless.

Coming out of this workshop, I learned to be patient, aggressive but in a very professional way in dealing/working with others to get what I want.

The focus of: the teacher taking responsibility for info-sharing & building program support was good to hear. Too often it is assumed "it's all up to the administrator". I will use this packet (giving appropriate credit, of course) with new staff members on our orientation day.(Gen. ed, as well as specialized ed, staff members can benefit from this info--as well as myself as the bldg principal).

It made me plan to attend team meetings for mainstream classroom teachers (even though I could use the time for planning) because I am having difficulty finding time to coordinate with the classroom teachers. Perhaps the benefits of interacting with other teachers outweigh the negative aspects of lunch in the crowded lounge.

We need documentation from an outside agency of our program successes and a needs assessment.

More communication with administrators.

The suggestions were right to the point & stung at times. Great!!

Title: Accentuate the Positive: LEP Students as Valuable Multicultural Resources
Presenter: Diaz
Date: 02/11/93
Attendance: 23
Evaluations: 20
Usefulness Question: Average: 4.60 S.D. .49
Comments: We can't even get the teachers in my building to learn some Spanish to communicate with our LEP pupils.

What a great self-esteem building for us educators - I've realized that we've got our work cut out for us for informing other colleagues in our schools about our LEP students.

My beliefs that LEP students are a treasure to the classroom teacher were strengthened. I would like to arrange a workshop of this type for local classroom teachers.

I remembered how Americanized I've become & at times have been insensitive to LEP students feelings. I need to remember where I came from.

Title: Meeting the Needs of the LEP Student in the Mainstream Classroom
Location: Des Moines, IA
Presenter: Jones
Date: 03/01/93
Attendance: 20
Usefulness: Average: 4.94 S.D. .24
Comments: Backed up my prior knowledge so I now feel comfortable working with mainstream teachers

Title: Where Do We Go From Here? Prejudice Reduction and Cultural Awareness
Location: Sioux City, IA
Presenter: Brenda Rodriguez (MRC Staff Exchange with MRC SA7)
Date: 05/26/93
Attendance: 70
Evaluations: 54
Usefulness question: Average: 4.17 S.D. 1.08
Comments: I learned that judging people on first impressions is not fair and productive eventhough we all are somewhat predisposed to do it. Withholding or postponing judgements until adequate information can be gathered will help to insure that fairness can result. WE must solve our own problems at the local level by researching issues and gathering input from all those who are affected.

Must try to hold off on preconceptions when working w/individuals. Didn't realize how much past experiences interfered w/present. Also - interesting - horrifying to see how prejudiced some staff is - you'd like to be able to get through, but very closed to any challenges. You just need to try, bit by bit, to educate these people. Maybe, eventually, they'll lighten up on their attitudes.

1. We must stop insisting that we can go back to "the way it was" and begin realizing and working within the situation that America now faces: 1) we no longer can "get by" with one language - we will be--minimally--bilingual if we are to succeed (as a nation).
2. We must not forget that America has a culture that is composed of all her cultures. Instead of allowing these cultures to destroy us, pull us apart from the inside out, we must learn that diversity makes us strong and learn to work together.
Makes one realize how much one has to do in this area. This is a continuing process.

Not something that can be done with one or two attempts...we need more "try this".

This workshop served to re-emphasize the cultural diversity of all America - not just what is called "minorities". It also focused on how the norms of acceptable behavior are those of the dominant culture alone. Reality says our children are not prepared for life unless they are familiar and comfortable with a pluralistic society because that is the one in which they live and will continue to live in. The goal of education is not to retain isolated facts but to be a contributing member of society. Therefore, students must not be insulated and isolated rather prepared for real life.

We need to learn about different cultures, be more tolerant, there needs to be more respect for all students.

My beliefs that there are individuals on the staff who are culturally unaware and act in a discriminatory manner toward some students was strengthened. As an individual I'm going to continue to remind those individuals of the cultural backgrounds of the students. I'm going to try to use community resources more in the classroom to broaden understanding among students.

The review of cultural differences, etc. was fine except 2 weeks ago we had the same. Her presentation was handicapped by the disrespect demonstrated by some of the audience, which should have been addressed by the building administration. The frustrations of the faculty we addressed and I feel we can address our issues more positively than before. However, some of our staff really needs to practice the respect, they want as teachers and direct it toward their students and their families.

I became acutely aware of some of the pre-existing hard-core prejudices of some members of the North High faculty. I felt ashamed and disgusted with some of the pig-headed and obnoxious comments made toward the speaker, who was obviously extremely knowledgeable on the subject at hand.

I still believe that these (minorities, if that is what we call them) should keep their cultures private. I do not believe these people are trying to learn the English language quick enough. I've learned that I will have to learn more tolerance with these people.

Caused me to look at my own biases and where they came from. Also allowed staff to express diverse opinions. May use some of the self-awareness items with another staff.

I feel that through the various inservices that we've had, our horizons are expanding.

I have come up with some ideas of how to integrate other cultures into my classroom. There is also a need for change in some of the ways I teach. There will be an effort to do some changing.

Title: Teaching ESL: Considerations for K-12 Classrooms
Location: Sioux City, IA
Presenter: Scott Jones
Date: 06/02/93
Attendance: 15
Evaluations: 11
Usefulness question: Average: 4.82 S.D. .39
Comments: The info and demonstrations about cooperative learning were particularly useful - that was new info for me. Part of a session like this is always affirmation -- being able to say, "yes I do that!" I expect to use cooperative learning in sheltered science next year.

Title: Working With the Limited English Proficient Student: Developing LEP Literacy Skills
Location: Oskaloosa, IA
Presenter: Kristina Sargeant

Date: 06/10/93
Attendance: 15
Evaluations: 14
Usefulness question: Average: 4.57 S.D. .62
Comments: It made me realize again what a large job it is to try to teach English to the S.E. Asians. I will go over these handouts and implement them to my students. I have taught first grade for 25 years and have helped S.E.Asians (mostly pre-schoolers) learn English for the 5 years I am retired (as a volunteer).

I learned some important info about phonics in working with the LEP student. That it is so important to bring meaning into the lesson, content and then point out or teach phonics skills.

MICHIGAN

Title: Modifying Lessons for Bilingual Students In Mainstream Classrooms
Location: Oakland Intermediate School District
Pontiac, MI
Presenter: Reischl
Date: 10/19/92
Attendance: 23
Evaluations: 23
Usefulness Question: Average: 4.70 S.D. .46
Comments: The ideas & resources shared by the presenter were good introductory session for me. Good things to think about with a practical, real world edge. Thanks.

The workshop helped me realize that the things I'd been attempting to do with my student were valid, & were on the right track. Without guidelines or meeting other people in this situation, it's very difficult to know if the ideas/methods you use are correct. The workshop let me meet others. it helped me feel more confident. It also gave me hope, besides a lot of very useful information.

Yes, I can feel free to seek aid from those involved in this program.

I have a lot of info to share w/other teachers.

I am more confident about teaching students who are linguistically or culturally (or both) limited temporarily in English; more relaxed, less uptight.

I don't think our distinct would let so many of us come during school hours, so I guess 4:00-6:00 is necessary. I'm just glad there is a workshop!!!

There was a lot of things to consider that are "imposed" upon the non-English speaking student. Such as changing his name, that I had not considered before or the way we pronounce names. Although I haven't changed or made modifications, I have had students who have had their names "Americanized". Now I am curious as to when or how this came about.

Title: Teaching Bilingual Students In Secondary Mainstream Classrooms
Location: Avondale, MI
Presenter: Reischl
Date: 10/28/92
Attendance: 9
Evaluations: 9
Usefulness Questions: Average: 4.78 S.D. .42
Comments: Provided terminology & techniques needed to deal with ESL students. Good discussion, new ideas, key words. Don't use "Oriental" - use "Asian". Information was helpful & inspiring

Title: Solutions to Pollution: An Integrated Earth Day Unit
Location: Dearborn, MI

Presenter: Jones
Date: 11/03/92
Attendance: 31
Evaluations: 20
Usefulness Question: Average: 4.75 S.D. .43
Comments: It was a successful workshop and useful for all grades, I leaned how to teach them through fun and learning in the same time.

Ideas were enriching and help the bilingual students to learn more vocabulary and get interested at the same time.

I learned how to have all the subjects to be involved in each other.

Title: Teaching Bilingual Students in Secondary Mainstream Classrooms
Location: Dearborn, MI
Presenter: Reischl
Date: 11/03/92
Attendance: 85
Evaluations: 36
Usefulness Question: Average: 4.28 S.D. .80
Comments: I think it helped me to understand the problems an LEP student experiences. It was also important for me to learn teaching strategies that I might share with the teachers I supervise. Too bad we can't have more time to work on strategies.

Made me more aware of and empathetic with ESL students. it is now a matter of finding time and resources to search out all this background knowledge.

I plan on learning more about Mid-Eastern culture & even want to learn some Arabic.

Session was interesting. Still felt need to go beyond: How to handle grading? Overloaded class size. Incorporation of EsL services.

Most of my bilingual students have no trouble talking but they refuse to listen or cooperate in any activity requiring directions.

Changed a misconception about trying to have students use only English for some class activities and social programs.

We would need several ESL teachers and we only have a half-timer.

Beliefs were reinforced but need help in actualizing suggestions. Workshops in cooperative learning would be helpful.

Title: Teaching LEP Students in Secondary Mainstream Classrooms
Location: Holland, MI
Presenter: Reischl
Date: 12/02/92
Attendance: 27

Evaluations: 27
Usefulness Question: Average: 4.63 S.D. .55
Comments: I have a sense now that I will be able to successfully work with LEP students

Workshop was very helpful & I feel more confident that what I do with the students is for their own achievement. I'll try and get some input from the students on how I can assist in helping them learn.

More sensitive to their feelings - do more multicultural things in class - We need more of this training

I will make an effort to contact more of the mainstream teachers.

At one point, every suggestion can be used, even in lower elementary.

As a bilingual teacher, I am very aware that the mainstream teacher needs encouragement to tech differently now than in years past, and they need help making those changes. I am trying to work with them.

Reinforced lots of thinking and ideas already known but forgotten, unused, etc.--looking at delivery of ESL aides/teacher services; looking at scheduling of teachers/students/clustering, etc./continued need for P.S.D. with all staff people - onsite inservice/help, etc.

Useful info gained: designated note takers, National Clearinghouse, Interview, Handouts

I'm overwhelmed with the new information! Thanks! It will take me several years to assimilate all of this but I will go for it with your help -- even in the future!

This workshop was really helpful especially to those who don't know what learning a second lang. implies - the frustrations and successes as well

The session allowed us both teachers & aides to vent frustration to the administration to continue to be creative as we face the educational challenge of the situation. Cathy brought a real sensitivity to the discussion.

Perhaps some administrative people should have been in attendance to realize some of the needs present in Holland, MI.

Great ideas - wish we had more time to discuss the practical applications to the classrooms. yes we are frustrated but also very concerned. We need the tools to implement these ideas. I hope a follow-up will occur where we can explore some of the logistics of the mainstreaming program.

Title: Defining the Role of the Bilingual Paraprofessional
Location: Walled Lake, MI
Presenter: Reischl
Date: 12/14/92

Attendance: 15
Evaluations: 15
Usefulness Question: Average: 4.60 S.D. .62
Comments: I learned that my original language is OK in the USA. Yes I do feel that this workshop does give me more confidence in a lot of things I would be doing w/my students and the staff.

I will do better. How to work with children - my beliefs changed when we worked together.

This workshop encouraged me to use Japanese to help the student. I'd like to teach the classroom teacher Japanese (to pronounce) children's name correctly.

Talking about my job and my experiences helped me to feel better about what I'm doing and see how important it is really for the students because when I am working I won't think of that unless I talk about it to people in the same field.

This was the first time this year I got a chance to talk to the staff on such a personal level.

I learned that the student can speak in their native language and even the aides can use their language.

I should use the student's native language more often than I have been.

It was helpful to think about how we conceive our roles as tutors in relation to teachers & students. Also, the stress on how to encourage teachers to pronounce names correctly so that children feel proud of their culture and language & teachers open their minds as well.

Title: Teaching LEP Students in Elementary Mainstream Classrooms
Location: Bay-Arenac Intermediate School District, Bay City, MI
Presenter: Reischl
Date: 01/26/93
Attendance: 32
Evaluations: 32
Usefulness Question: Average: 4.52 S.D. .62
Comments: I reminded me that I should take more time on evaluating the way I teach.

Some of these ideas can be used not only with bilingual students but with all students in general. Then they too, can get a better understanding of different cultures, and of some of the added difficulties of a bilingual student.

I learned a great deal on the procedure in helping students. the idea of preparing students about a subject before he/she reads will be beneficial. This will help students understand better what they are looking for.

Thank you for helping us learn to walk in someone elses shoes...to see the world through the eyes of an ESL student.

I will use meaningful ideas that will give the students time to understand the lesson.

Not to look for "fast" results...quick progress. To be patient and that LEP students progress differently. Our western way is not the only way.

The interviewing process exercise opened up a whole new technique for interaction and cooperative learning.

The bilingual population is growing more rapidly than I had thought. Being a Chapter I teacher, I am not with each child all day, but when I am with them, I learned some helpful techniques; my favorite being "Buddy Journals". It gives a fun approach in exploring our language. It was also very helpful to learn how to handle a conference with an interpreter.

Never single the children out. Try and make visual learning a part of their daily activities.

Title: Adapting the Math and Science Curriculum: Using the Cognitive Academic Language Learning Approach
Location: Dearborn, MI
Presenter: Jones
Date: 01/27/93
Attendance: 12
Evaluations: 10
Usefulness Question: Average: 4.60 S.D. .49
Comments: I re-learned the importance of having to remember that LEP students need to feel the success they can accomplish in the content areas.

Title: Restructuring the Curriculum to Better Meet the LEP Students' Needs
Location: Dearborn, MI
Presenter: Jones
Date: 01/27/93
Attendance: 12
Evaluations: 11
Usefulness Question: Average: 4.45 S.D. .66
Comments: I realized that all LEP students, not just those who have been here more than 2 years, need to be familiar with the MEAP format. Class time must be devoted to preparing them for the test. Also, an informative letter translated into Arabic needs to be sent to the parents giving them tips as to what they can do to help.

Learned strategies to relax the test takers and help them advance their scores.

Became aware that classroom teachers truly are removed from the larger issues re.state testing. They seemed to be just recognizing their connection and responsibilities toward the testing program.

Title: DETROIT INTENSIVE TRAINING WORKSHOP SERIES - Teaching LEP Students in Mainstream Classrooms
Location: Detroit, MI
Presenter: Reischl
Date: 02/10/93 - 02/13/93
Attendance: 42
Evaluations: 28
Usefulness: Average: 4.68 S.D. .60
Comments: Importance of sharing your knowledge of students' background and abilities with colleagues. Good technique (die & snack) to use in cooperative learning.

I am always afraid to use a cooperative learning in my classroom. our experience today was so successful and enjoyable that gave me such self confidence to go back to my classroom and start using it right away. I am also considering inviting more teachers to my classroom to discuss more issues that are related to our students.

Teachers & school play an important role (a sanctuary) for a child when there is a domestic violence at home. We need to take time to listen/solve their problems. Secondly, I learned how to create a close relationship with other mainstream classroom teachers, which is important when the teachers & I understand each other, it makes our job easier for the children.

The mainstream teachers should respect the culture and traditions of students who come from different cultural backgrounds so that they can be productive citizens in the new society. I also learned that American students come with many problems and the teachers have to be patient when they are teaching these "problem students".

It is always so "enlightening" to come together with colleagues and share certain things about education again. #1 - we see them in a different light and thus get a new perspective; #2 - we are recharged with energy to keep doing what we are doing or are recharged w/new ideas. The workshop was an excellent motivator! Great job!

How to deal better with other teachers who are not bilingual, I also learned a better way in which to deal with parents when interpreting for other staff members.

A new insight that I picked up was writing letters of recognition to administrators bringing out the positive aspects of what other teachers are doing with our students. My beliefs about the state of crisis that our students and all students are facing is being challenged each day in respect to what can be done to lessen the crisis.

Title: Teaching LEP Students in Secondary Mainstream Classrooms
Location: Troy, MI
Presenter: Reischl
Date: 02/25/93
Attendance: 38 Average 4.55 S.D. .56
Comments: I realize why the children of other nationalities seem to stick together rather than mingle. I understand more fully the Chaldean culture - attitude toward education and their social feelings. I particularly appreciate the information on how to help bilingual students and

the importance of visual stimuli.

Parent involvement - parents don't come to school because they can't speak English. Better understanding of English gives students a better self-concept--poor English skills, poor self concept.

This workshop will help me to give practical advice to my staff on how to understand and work with the ESL students.

Title: Coordinating Teaching for Individual Bilingual Students
Location: Walled Lake, MI
Presenter: Reischl
Date: 03/09/93
Attendance: 32
Evaluations: 18
Usefulness question: Average: 4.44 S.D. .50
Comments: I relearned the importance of bilingual children speaking their native language in their homes so they become "well-rounded".

Title: DETROIT INTENSIVE TRAINING WORKSHOP SERIES
Location: Detroit, MI
Presenter: Chaparro
Date: 03/19/93
Attendance: 29
Evaluations: 29
Usefulness question: Average: 4.59 S.D. .49
Comments: Good tips for bringing in parents and making them at ease in class and with staff (positive comments sent to parents are so often neglected and so necessary).

Send home more activities to work with students and parents. Tell parents things they can do to motivate their children. Send home a progress report more often.

I had never considered the possibilities of offending parents of other cultures, I'm sure that I have now that I think about it.

Title: DETROIT INTENSIVE TRAINING WORKSHOP SERIES
Location: Detroit, MI
Presenter: Chaparro
Date: 03/20/93
Attendance: 48
Evaluations: 38
Usefulness question: Average: 4.50 S.D. .55
Comments: I have learned what to do during the individual conference and how to get in touch with the parents by calling parents everytime and only to mention the things that are positive. I have also learned that parents can lean and encourage their children by reading to them or vice versa.

Title: Detroit Intensive Training/Workshop Series

Workshop: Teaching Bilingual Students in Mainstream Classrooms
Location: (Management Academy) Detroit, MI
Presenter: Jones
Date: 04/14/93
Attendance: 26
Evaluations: 26
Usefulness Question: Average: 4.92 S.D. .27
Comments: I learned how to generate interest and assess prior knowledge using anticipation guides. Things used to help motivate LEP can be used with all students, and teachers don't have to even provide extra activities to stimulate academic growth. My belief to use textbooks has changed. I can create graphs charts to make them more user friendly.

I learned it takes 2 to 3 years for the average non-English speaking student to acquire enough English language skills to communicate with their peers.

Title: MICHIGAN'S 16TH. ANNUAL BILINGUAL AND MIGRANT EDUCATION PROGRAMS CONFERENCE. Theme: Many Cultures - One Future
Location: Midland, MI

Title: Developing A Multicultural Curriculum: A Model and Resource for Educators
Presenter: Jones
Date: 04/23/93
Attendance: 17
Evaluations: 17
Usefulness: Average: 4.53 S.D. .50
Comments: Raised my consciousness of cultural bias in academic materials and attitudes of people.

How creative one can be when working with culturally diverse adults and young people/students. How to help other educators become aware of the diversity in cultures represented in one's class.

Title: Implications of the New Math Standards for the Education of LEP Students
Presenter: Jones
Date: 04/23/93
Attendance: 22
Evaluations: 22
Usefulness: Average: 4.27 S.D. .75
Comments: Because my program deals with a "canned" (alpha) program, your hints are helpful in doing our one on one help sessions (I am a Chapter I person)

Title: Working With LEP Students: The Cognitive Academic Learning Approach
Location: Dearborn, MI
Presenter: Kristina Sargeant
Date: 05/05/93

Attendance: 12
Evaluations: 9
Usefulness question: Average: 4.89 S.D. .31
Comments: As you must had heard from the final discussion, we as a group agree that the problem of really teaching our students is much greater than we can handle in the classroom. Thus, I think instruction in any new methodology has a limited value through no fault of its own. CALLA is certainly an effective teacher's idea, but we-re all scared that we can do nothing alone in our classrooms that will be satisfying to our critics.

Title: Language and Culture In the Assessment and Placement of LEP Special Education Students
Location: Wayne County R.E.S.A., Wayne, MI
Presenter: Diaz
Date: 05/24/93
Attendance: 19
Evaluations: 18
Usefulness question: Average: 4.67 S.D. .47
Comments: I believe the bilingual/bi-cultural person who is aware of these issues can "rub off" indirectly and directly in the involvement and aid given to special students. We (I) now know better many/not all the facets of special bilingual IEPs.

This session reenforced the need for true special education/bilingual assessment to occur. Good strategies for fairness and accuracy were presented and backed with discussion and examples.

Title: Adapting the Curriculum: Using the Cognitive Academic Language Learning Approach
Location: Dearborn, MI
Presenter: Kristina Sargeant
Date: 06/21/93
Attendance: 13
Evaluations: 13
Usefulness question: Average: 4.62 S.D. .49
Comments: Although I've already had CALLA inservice, I was able to leave here with new ideas. Reviewed "CALLA" and assisted me in planning my lessons for physical science.'

Title: Using Cooperative Learning In the Elementary Class
Location: Dearborn, MI
Presenter: Scott Jones
Date: 06/21/93
Attendance: 22
Evaluations: 22
Usefulness question: Average: 4.77 S.D. .42
Comments: I learned that coop. learning is very useful for my students and my own kids. I would like for the parents to know something about it.

It strengthened my belief in the benefits of using coop. learning in the classroom. I have learned the many diff. management techniques that can be used effectively. I also appreciate this type of learning since it involves the participation of every member in the classroom, and develops social skills, self-esteem, critical thinking and shared learning.

Title: Cooperative Learning: A Structural Approach
Location: Dearborn, MI
Presenter: Scott Jones
Date: 06/22/93
Attendance: 15
Evaluations: 13
Usefulness question: Average: 4.85 S.D. .36
Comments: Sharing ideas among each other reduces the amount of anxiety and stress among students thus opening up to more collaborative and creative skills uninhibited by the boundaries of culture

I got more ideas on how to incorporate coop. learning in my classroom, especially the various structures. I also am anxious to try teaching the social skills necessary to make CL successful.

Title: Involving Parents In Their Children Education
Location: East Lansing, MI
Presenter: Kristina Sargeant
Date: 07/26/93
Attendance: 13
Evaluations: 10
Usefulness question: Average: 4.70 S.D. .46
Comments: I've found our school is not the only that has trouble involving parents in school business, PAC meeting, etc. My main concern is parental involvement. I got some excellent ideas, what a good day of learning. Also share w/others and that's always exciting.

Now I could be of more help in the community as a Hispanic person.

MINNESOTA

Title: Basics For Beginning ESL Teachers
Location: Owatonna, MN
Presenter: Diaz
Date: 10/02/92
Attendance: 25
Evaluations: 15
Usefulness Questions: Average: 3.87 S.D. 2.45
Comments: Good perspective on what it means to be a second language learner.

Excellent review & new info on lang. origins, differences & relationship of written & oral lang. Excellent basics for beginning & experienced ESL teachers. Very good discussion of differences between various written languages. Very good first & second language/learning as well as oral presentation of sources/resources for appropriate materials, TESOL & other ESL-Bilingual, Language organizations, conferences, etc.

Reinforced attitudes. Good material & prof. info which was unknown to me.

I appreciated having my beliefs about lang. Challenged - however over 50% of the presentation involved theory & I'd like more practical direction. The reference material (newsletters, journals, etc) was very helpful.

Title: Adapting Mainstream Materials and Instruction for the Limited English Proficient Student
Location: Minneapolis Public Schools
Minneapolis, MN
Presenter: Jones
Date: 10/29/92
Attendance: 48
Evaluations: 28
Usefulness Question: Average: 3.81 S.D. 1.11
Comments: Almost all your ideas are new and great!

Could you come to our school and talk to our staff?

This reviewed methods we have used. I took an extra copy for my student teacher & for another teacher who teaches ESL but has had no training. This would be excellent for all mainstream teachers.

Yes, I learned to be more empathetic. The presenter put us in the situation of being a foreigner and what it would be like to try to understand a lesson in a foreign language. I gained insights into how to help children in the classroom who don't speak English.

Title: Tapping Into Creativity
Location: Ramada Inn, Saint Paul, MN
Presenter: Diaz
Date: 11/05/92
Attendance: 28

Evaluations: 21
Usefulness Question: Average: 4.74 S.D. .44
Comments: I'm relieved to hear over and over that generating functional language is more important than drill and perfect grammar.

Nice to be reminded to make things meaningful and useful.

I'm overwhelmed with the planning that I know is necessary. I have 10 students of different levels and ages in 3 different schools to service in 2 hours.

I did not realize that our sounds are not reproduced exactly - that our minds fill in - that was interesting & gave me new insight about students speaking on the phone.

Language is powerful!

I wish this workshop would be taught to my secondary education regular educ. co-workers.

Validated my feelings about keeping them involved in classes like music, phy., ed. , etc.

Learning a part of their language causes positive response.

I used interviewing before in high school English classes, but it did not occur to me that I could use it in ESL. My students love to ask questions but rarely have the opportunity. Another idea I liked is using my Spanish-speaking students as experts at something. They need to feel & know that they are valuable and have something to offer.

Title: Second Language Acquisition in LEP Students and Implications for Evaluation and Instruction - Session A
Location: Saint Paul Public Schools, Saint Paul, MN
Presenter: Diaz
Date: 11/06/92
Attendance: 24
Evaluations: 14
Usefulness Question: Average: 4.71 S.D. .45

Can't get enough.

Mary reaffirmed my perspective on education of LEP students & reminded me of how complex the issues are.

Title: Second Language Acquisition in LEP Students and Implications for Evaluation and Instruction - Session B
Location: Saint Paul Public Schools, Saint Paul, MN
Presenter: Diaz
Date: 11/06/92
Attendance: 11
Evaluations: 6
Usefulness Question: Average: 5.00 S.D. 0

Comments: Re-introduced the difficulties of acquisition of another language.

Title: Using the Language Experience Approach with the LEP Students
Location: Saint Paul Public Schools, Saint Paul, MN
Presenter: Jones
Date: 11/06/92
Attendance: 27
Evaluations: 21
Usefulness Question: Average: 4.67 S.D. .47
Comments: I'm hoping that I will be able to work with mainstream teachers to develop themes that will be useful to the ESL students. I found that the things I have been doing fit right into this approach.

Things that I could actually use in my classroom at all levels.

Language helps kids get "power".

Getting together with other professionals is always uplifting by sharing problems, solutions, methods, etc. Helped me a great deal.

Title: Annual Regional Institute for Title VII Directors - MRC SA6
Location: Holiday Inn International Airport, Bloomington (Twin Cities area), MN
Dates: 11/13/92 and 11/14/92
Attendance: 58
Evaluations: 31
Usefulness Question for Individual Presentations:

	Average	S.D.
What's Your Line by Mary Diaz & Scott Jones	4.19	.82
Creating and Utilizing Data Bases In a Bilingual Setting by Paul Rothenheber	3.86	.99
Planning Services for Individual Districts by MRC staff	4.42	.49
Networking Meeting for SEA Representatives facilitated by Minerva Coyne	3.78	1.13
Planning Effective Instructional Programs for Language Minority Studies by David Ramirez	4.24	.97
Native American Indian Education by James B. Somday	4.72	.45
Evaluation and Assessment Issues by Adela Solis and Christopher Nelson	4.28	.64
The Integration of Education Technology to the Instructional Program for LEP Students by Tom Reynolds and Neysa Chaparro	4.28	.58

Overall rating of Regional Institute	4.29	.68

Comments: Administrators need this! Thanks for the update opportunity

Thank you for this opportunity. Would also have been beneficial to meet with other Title VII projects to see what, how and details about their projects so we can learn from each other, especially the projects in North & South Dakota.

It would be nice to have sessions geared to directors who have experience with Title VII.

Bring in the SEAs half day earlier for SEA networking, training, etc.

Presentation on Creating & utilizing Data Bases was a good session to introduce, since technology is now the trend.

It is good to know about this high technology

This session was very informative and fascinating. It certainly is apropos to our district's pursuit towards computer technology.

Very well planned. Good content areas. Need stronger technology hands on.

Title: Techniques for Teaching and Working With ESL Students
Location: Rochester, MN
Presenter: Diaz
Date: 11/17/92
Attendance: 59
Evaluations: 37
Usefulness Question: Average: 4.31 S.D. .75
Comments: The importance of having parents involved with their child's schooling (learning) and to assure them the children should not make their family's language unimportant.

I enjoyed the discussion on keeping the whole family very much involved. it is easy to see how the parents just kind of blend into the background, when instead they can be a very useful resource.

Its good for parents to continue with important cultural values and not to discard them;

I am going to school for an elementary education major. The info given will be very useful in the future. Every area you touched on was new to me and I feel like I benefitted greatly from the workshop.

Silence can be negative.

I love my ESL students and now want to reach out more to their parents.

Parental attitudes toward school - school being "scary"

Helped me to better understand other cultures different than mine.

Children looking down and not at teacher may not necessarily mean they're not listening.

Title: Content Area Instructional and ESL
Location: Minneapolis, MN
Presenter: Jones
Date: 11/18/92
Attendance: 16
Evaluations: 16
Usefulness Question: Average: 3.88 S.D. .70
Comments: I think we should make an effort to learn Hmong and Vietnamese phrases

Let native speaker vs. non-native speaker help each other. Let non-English speaker talk in their native language.

Will share these ideas with our district geography person and she will share with others - so your efforts are greatly appreciated.

Title: Working With LEP Students in the Mainstream Classroom
Location: Erickson School in Minneapolis Public School District
Minneapolis, MN
Presenter: Diaz
Date: 11/18/92
Attendance: 14
Evaluations: 14
Usefulness Question: Average: 3.79 S.D. 1.21
Comments: That a strong communication system at home using the native tongue will enhance learning English

We can never get enough info/insight on multi-cultural aspects of our students/community. Always it helps me as a teacher/person relate to others in my community(s).

How exhausted these students must be at the end of each day. Everything they do takes so much concentration and focus.

I was appreciative of the fact that I now have a better understanding of the child's basic interpersonal communication skills and how we may have been expecting a child to function above his means because of that.

I feel I am on the right track. I did come to realize that I need to make my LEP students more important by drawing from their culture and having them "highlighted" in the classroom (e.g. learning how to say good morning in their native languages.)

Interested in discussion of BICS and CALP made it clearer that we can't always know how "deep" the students understanding and language base.

Title: Understanding and Meeting the Unique Counseling Needs of LEP Students
Location: Saint Paul Public Schools, Saint Paul, MN
Presenter: Diaz
Date: 12/08/92
Attendance: 15
Evaluations: 13
Usefulness Question: Average: 4.38 S.D. .62
Comments: Very interesting. I feel that the ESL department must review it, focus and make recommendations to the school administration as to the direction and guidelines for the district ESL program. Currently it is very fragmented!!

Title: Keynote speech MRC Staff Exchange
Location: Eden Prairie, MN
Presenter: Brenda M. Rodriguez
Date: 01/29/93
Attendance: 210
Evaluations: 57
Usefulness: Average: 3.19 S.D. 1.47
Comments: I believe the school promotes separation of class by the way they select groups for gender training and general training which everyone has to attend. The admin. and teachers are separated from transportation, custodians, etc. If a team effort is promoted then groups should be mixed.

Title: In the Beginning....
Location: New Teachers Workshop, Bloomington, MN
Presenter: Diaz
Date: 02/17/93
Attendance: 28
Evaluations: 23
Usefulness Question: Average: 4.10 S.D. 1.30
Comments: At first, I felt disappointed that we did not get directly to Oral Language Development for beginning LEP students. Then I began to appreciate looking at LEP/ESL instruction from a newcomers viewpoint. I got alot out of the "myths" and a few of my own (wrong) assumptions were made apparent to me. Thank you. I feel rejuvenated in my "sense of mission" as an educator for students and other teachers.

Reminded to keep instruction relative to real life - ideas of encouraging and celebrating differences and first language and culture were strengthened.

Title: Working with LEP Students in the Mainstream
Location: Chaska, MN
Presenter: Diaz
Date: 03/23/93
Attendance: 22
Usefulness: Average: 4.68 S.D. .46
Comments: What didn't I learn? I believed many of the myths of LEP students and as a new teacher, I wouldn't know how to begin if I had an LEP student.

We are doing alot of things right, but, in some cases are attempting to make students fit our mold rather than adapting to the students needs.

Title: Minnesota Statewide LEP Conference: "Weavers of a New Tapestry: Designs for the 90's
Location: Sunwood Inn and Conference Center, St. Cloud, MN
Date: 05/06 - 05/07/93

Presenter: Mary Diaz
Title: Communication and Interaction with Mainstream Administrators and Staff
Attendance: 23
Evaluations: 13
Usefulness question: Average: 4.62 S.D. .49
Comments: I love the idea of walking into your admin. with a problem but also a suggestion to solve it

Title: Latino Parent Conference - Two workshops: one in English and one in Spanish
Location: St. Paul, MN
Presenter: Mary Diaz
Date: 06/05/93
Attendance: 13 parents (English presentation) and 22 parents (Spanish presentation)
Evaluations: 13 (English), 22 (Spanish)
Comments: If I want to teach my grandchildren to speak Spanish, is to take them where Spanish is spoken.

Learned that there is money for bilingual programs. We, the people, have to unite and speak for ourselves, for our kids' education.

Learned about different schools, locations and resources, schools my daughter will attend.

Learned how to get help for students, to get ahead. A "model role", more than high school education!

Learned to speak up.

Learned that we shouldn't be afraid to speak up for ourselves or our children because we are doing right for our children and for their future. Should let our children speak 2 languages and not let them feel intimidated by others just because of their 2nd language.

Networking. Feeling of unity.

It was useful to learn the general feeling that we all have problems in the education of our children.

Networking with grandparents, uncles and friends is important and invite them to come to conferences as support to children.

Title: Teaching Listening Skills to LEP Learners
Location: University of St. Thomas campus, St. Paul, MN
Presenter: Mary Diaz
Date: 06/30/93
Attendance: 22
Evaluations: 21
Usefulness question: Average: 4.71 S.D. .55
Comments: Make it normal, natural conversation

This helped me to recognize how literate persons hear sounds that aren't there.

What we are saying is not what is being heard or understand the way we expect it. I need to be better at recognizing tone and stress.

Native speakers of English take short cuts.
My beliefs were strengthened - reaffirmed. I'm motivated to spend more time developing plans/lesson son listening.

I took notes like crazy because this is my first ESL workshop. I especially appreciated the info on intonation, stress and sounds.

NORTH DAKOTA

Title: "Helping" the Culturally and Linguistically Diverse Student
Location: Bismarck, ND
Presenter: Jones
Date: 01/22/93 (a.m.)
Attendance: 21
Evaluations: 17
Usefulness Question: Average: 4.65 S.D. .48
Comments: I re-learned, or was encouraged to continue to inspire all students to love themselves - to be proud of their accomplishments and their uniqueness.

I was especially pleased to be invited to this presentation since we are enrolling some Ukrainian children (non-English speaking) in our school shortly. I especially appreciated the specific tips to lower anxiety for these students. Teachers who have never worked with a non-English speaking student need to be given support and experience success too. If they are given these tips, it's going to build their confidence level.

The workshop was very motivational in itself. Makes me want to learn more on this topic.

I enjoyed the speakers. They were both good at helping me understand the way minority students might view the school situation. It gave me renewed resolve to seek different ways to work with them and ways to view the world from their perspectives.

Title: Meeting the Needs of the Culturally Diverse Student: Considerations for Administrators
Location: Bismarck, ND
Presenter: Jones
Date: 01/22/93 (p.m.)
Attendance: 12
Evaluations: 12
Usefulness Question: Average: 4.33 S.D. .75
Comments: As a building administrator I have been "inspired" to work with my staff on reviewing their approach(es) to multicultural education.

I do have bias but don't try to influence others of my bias. Ideas of bringing more of home culture in dealing with students & parents into work. I do have excellent staff in developing cultures however there is more to be done (understanding other cultures)

Title: Introduction to Computer Applications
Location: Theodore Jamerson Elementary School/United Tribe Technical College in Bismarck, ND
Presenter: Paul Rothenheber (outside consultant)
Date: 02/02/93
Attendance: 20
Evaluations: 16
Usefulness Question: Average: 4.06 S.D. 1.03
Comments: I feel very excited about getting a computer in my classroom. I have a renewed confidence in using a computer.

Some ideas I had gotten were to bring in photos, cultural items, and stories to put on the computer.

Good inservice. Liked most that we didn't have to travel, that we have enough computers here. We need a lab.

If only there was a computer in the library! We could hook up with the State Library, have an encyclopedia, bar code our materials, etc. etc.

Fun for kids to do family history.

Title: Teaching Techniques: Working with LEP Students
Location: Fargo, ND
Presenter: Chaparro
Date: 02/15/93
Attendance: 17
Evaluations: 9
Usefulness Question: Average: 4.33 S.D. .47
Comments: The workshop helped me to remember to focus on planning - to know my objectives & how I'm going to reach them. It also showed me the importance of relating everything back to the kids' life - relevance.

The science portion will be used immediately, there is no math LEP course at this time.

I've learned to re-evaluate my teaching process and work out some of the problems that I have been causing. My beliefs were changed, new ideas are seriously being considered especially the way I run the class. My confidence in what I am doing is still shaky, because of the cultural barriers that the students are facing, i.e., Kurdish girls what type of career will they pursue if any? This is a big question for all involved because some of them feel they don't need to work to survive here.

Title: Cultural Heritage and Learning Styles
Location: Bismarck, ND
Presenter: Mary Diaz
Date: 06/10/93
Attendance: 15
Evaluations:
Usefulness question: Average: S.D.
Comments: I learned some valuable techniques for classroom use and some ideas (general and specific) for public/parent/community relations. I am learning to analyze miscues better, I have ideas for sequencing, and I feel ready to create learning centers that branch or relate better to "real world".

Title: Cross-Cultural Sensitivity
Location: Bismarck, ND
Presenter: Neysa Chaparro
Date: 06/22/93
Attendance: 23

Evaluations: 15 (for the entire days' workshops, not just for MRC presenter)
Comments: This model can and should be used in any instructional setting.

Learned/understanding Lakota people and values. Extended family concept, understanding contemporary myths of Indians, cultural miscommunications with American Indian students.

Importance of alternate learning styles, importance of extended families, importance of storytelling and other oral approaches, fit of cooperative learning in instruction (multicultural classes).

The refresher on teaching strategies can be useful for principals in helping their staffs address the special teaching/learning needs of Indian children.

How people are perceived is in the eyes of the person and how they have been raided (culturally). People can make a difference on how others are perceived.

An increased understanding of the appreciation Native Americans have for their own culture. Also a greater understanding of the significance of the concept of "family" in the lives of Native Americans.

Title: Cross-cultural Sensitivity
Location: Bismarck, ND
Presenter: Chaparro
Date: 07/20-07/22/93
Attendance: 33
Evaluations: 28
Usefulness question: Average: 4.43 S.D. .49
Comments: I find I am more excited about having students from different cultures & will make more active efforts to share cultural info throughout the whole class.

I would like to keep integrating each child's culture into our daily lessons.

Reminded me to look beyond just the student. Look into their culture & spiritual values.

Title: Developing A Title VII Program for Elementary and Secondary LEP Students
Location: Bismarck, ND
Presenter: Jones
Date: 07/30/93
Attendance: 9
Evaluations: 9
Usefulness question: Average: 4.78 S.D. .42
Comments: I'm learning more about bilingual programs through workshop and conferences. How to approach LEP students, helping them in their self esteem, self respect and self identity.

SOUTH DAKOTA

Title: Instructional Techniques and Collaborative Strategies for Paraprofessionals
Location: Batesland, SD
Presenter: Jones
Date: 01/08/93
Attendance: 18
Evaluations: 18
Usefulness Question: Average: 4.76 S.D. .55
Comments: I learned about Whole Language and I know this will be helpful for me in the future. I do feel that everyone associated with teaching should have this knowledge, but a daylong workshop doesn't give enough time.

My belief in coop. learning was renewed especially working with a real traditional type teacher.

I finally found a way of handling a wrong answer. I always wanted to encourage the student instead of telling him/her the answer was wrong. Thanks.

I believe in cooperative learning and the whole language technique. Some of my teachers in the lower grades use the whole language approach. Eventually, I expect to lead the school (parents, teachers and students) into the cooperative learning mode. I enjoy this type of session, to enrich myself and have the opportunity to share with others.

I wasn't very familiar with a lot of learning styles but some of the whole lang. and coop. learning activities will be helpful. Especially the strip stories which I will alternate to the math skills we're learning. At first I was reluctant to attend but now I feel that maybe these ideas will help with the students I tutor.

I've been given a new sense of hope and a stronger desire to work with the children who are disruptive.

Title: Integrating the Content Areas Into A Thematic Unit
Location: Rapid City, SD
Presenter: Jones
Date: 02/12/93
Attendance: 20
Evaluations: 19
Usefulness Question: Average: 4.68 S.D. .46
Comments: Gave me a lot of ideas to use during Earth (Year) Week. Yes, I was encouraged to do more all year to save our earth. I want the books you showed.

Title: How to Incorporate Computers Into the Curriculum
Location: Kyle, SD
Presenter: Chaparro
Date: 04/02/93
Attendance: 8
Evaluations: 7

Usefulness: Average: 4.43 S.D. .49
Comments: Having never worked with computers made mystery of them less mysterious.

Never had training in computers, and this workshop has inspired me to further my interest into computers.

Title: Solutions to Pollution: An Interdisciplinary Science Unit
Location: Huron, SD
Presenter: Scott Jones
Date: 04/28/93
Attendance: 20
Evaluations: 19
Usefulness question: Average: 4.79 S.D. .41
Comments: We have less facilities to work with so the teacher must rely on her/his own ability to make school as interesting as possible. The games are very beneficial.

I am anxious to try many of the activities; team definition, the round table, semantic mapping, and brainstorming. I think this will be great to build vocabulary.

Title: Integrating Culture Into the Classroom Curriculum
Location: Rosebud, SD
Presenter: James Fenelon (MRC Exchange)
Date: 05/06/93
Attendance: 22
Evaluations: 17
Usefulness question: Average: 4.12 S.D. .68
Comments: As an administrator, I kept a "sharp eye out" for what and if participants got something out of the session. I felt that the teachers did get some ideas to use and gained some knowledge about Lakota people. I personally was able to get new ideas from the 4 directions models.

We need more parental and tribal support and help.
A number of ways to encompass "Lakota" or curricular integration was introduced that I could use or integrate into our classroom.

Title: The Powerful Role of the Parent In Their Child's Education
Location: Wanblee, SD
Presenter: Scott Jones
Date: 05/27/93
Attendance: 7
Evaluations: 6
Usefulness question: Average: 4.83 S.D. .37
Comments: That working with LEP students can and will be rewarding. We just need to give them the courage and positive reinforcements to encourage them to accomplish their endeavors.

WISCONSIN

Title: Teaching LEP Students in the Content Area Class - Part I
Location: Wisconsin Rapids, WI
Presenter: Jones/Sargeant
Date: 03/29/93
Attendance: 13
Evaluations: 8
Usefulness: Average: 4.38 S.D. .86
Comments: Your workshop has shown me that even though I am trying to vary my techniques, I have a long way to go. I already have a few ideas I'm going to try this week

I learned or reinforced the idea that it took a longer period of time for a non-English speaking student to communicate in the class setting

The workshop has prompted me to re-evaluate the "writing style" of the textbooks I am using.

Title: Cultural and Assessment Issues Regarding Hispanic Students
Location: LaFollette High School, Madison, WI
Presenter: Ada Rivera (outside consultant)
Date: 04/20/93
Attendance: 42
Evaluations: 36
Usefulness Question: Average: 4.71 S.D. .61
Comments: Information confirmed my belief that we should not evaluate LEP kids in this district at early ages except when a lot of intervention have been attempted.

Very useful - if can keep in mind while doing M-Teams. Really many of ESL kids we've seen/placed, probably shouldn't have.

Excellent historical perspective. Overwhelming to realize what needs to be done. We are not meeting these families needs in this community. Equal does not always mean equal access!!

Title: Cultural and Assessment Issues Regarding Hispanic Students
Location: LaFollette High School, Madison, WI
Presenter: Ada Rivera (outside consultant)
Date: 04/22/93
Attendance: 41
Evaluations: 39
Usefulness Question: Average: 4.72 S.D. .50
Comments: Again - get all relevant info not just test scores

I got alot of factual info about various Hispanic populations. I learned alot about how to work best with these families with regard to cultural expectations and assumptions at school, staff and education in general. I also learned alot more about LEP programs - not my field at all - yet I have been in schools where I was support for the programs without knowing much about them.

I don't feel 100% confirmed that we're on the right track - but I do feel better prepared to start insisting on meeting the legal rights of language minority children.

ATTACHMENT B:

Letters from clients expressing satisfaction with MRC services

(sample selected at random)

SAINT PAUL
INDEPENDENT SCHOOL DISTRICT 625
PUBLIC SCHOOLS *LIFELONG LEARNING*

November 10, 1992

Minerva Coyne
Multifunctional Resource Center for Bilingual Education
University of Wisconsin - Madison
1025 West Johnson Street
Madison, WI 53706

Dear Ms. Coyne:

I am writing to express my sincere appreciation to you for sending Carol Compton to the Saint Paul Schools last week. Carol presented to a mixed group of bilingual, ESL, Adult Education, and mainstream teachers, as well as some program directors, and principals. The actual number of participants (89) far exceeded our expectations! I was thrilled! More importantly, the evaluations indicated that the participants were intrigued with the Southeast Asian poetry, and will try to incorporate some of what they learned at the workshop in their classrooms.

Over the years, Carol Compton has educated all of us on strategies to employ with language minority students. She keeps current in the field and is eager to share her expertise. I am grateful for all she has done to help the LEP program in our district.

I would also like to take this opportunity to welcome you to the Upper Great Lakes Multifunctional Resource Center. I look forward to meeting you personally next week at the Regional Institute.

Again, please accept my thanks for your willingness to share your staff.

Sincerely,

Linda Madera

Linda Madera
Teacher on Special Assignment
Saint Paul Public Schools

360 COLBORNE STREET - SAINT PAUL, MINNESOTA 55102-3299 - (612) 293-5100 - FAX NUMBER: (612) 290-8331

Edsel Ford High

DEARBORN
SCHOOLS

Learning

for

Life

March 26, 1993

Ms. Minerva Coyne, Director
MRC for Bilingual Education
1025 W. Johnson
Madison, WI 53706

Dear Ms. Coyne:

I felt compelled to tell you how pleased our staff was to have Cathy Reischl as a presenter at a recent in-service day. In Dearborn, and particularly at Edsel Ford High School, we are experiencing an increased amount of building tension due to a changing population. Over the past four years, our Arab minority population has changed from virtually zero percent to twenty-one and one-half percent. This rapid change has caused many prejudice attitudes to surface from students, parents and staff members.

Cathy's topic was "Teaching Language Minority Students in Secondary Mainstream Classrooms." Frankly, I was concerned Cathy was walking into a "lions den" due to the conditions mentioned above. However, because of her ability to communicate with people, she was able to totally captivate this staff in a productive two hour in-service session. I was deeply impressed with her knowledge and presentation style. I realize it is difficult for you to accurately assess the performance of your field representatives. Please rest assured, Cathy is representing your University in the highest of standards. I congratulate her on her effective presentation and am envious that you have a person of her quality as an employee.

Sincerely,

Gerald B. Dodd

Gerald B. Dodd
Principal

ksb

cc: Cathy Reischl

20601 Rotunda
Dearborn, MI 48124-3999
(313) 271-8237
Fax (313) 271-8308

Troy School District

Dr. Minerva Coyne,
Director of MRC
1025 W. Johnson St.,
WCER
Madison, Wisconsin 53706

March 9, 1993

Dear Dr. Coyne,

I wish to thank you and your resource center for providing presenters like Cathy Reischl, who come to our schools and help us in educating bilingual students. The service they provide is invaluable. Cathy did a great job in sensitizing the staff to the needs of the bilingual children and their families, and in providing strategies to work with them. The handouts were concise, and the information useful and easy to implement. Forty-two teachers, administrators, paraprofessionals and parents attended the inservice and benefitted from her expertise. Our sincere thanks go to you and your staff for a job well done.

Sincerely yours,

Diana A. Waechter

Diana A Waechter, Ed.D.
Bilingual Program Coordinator

cc: Cathy Reischl

Bilingual Program

340 E. Square Lake Road
Troy, Michigan 48098
313/879-7556

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July 21, 1993

Minerva Coyne, Director
Multifunctional Resource Center
University of Wisconsin-Madison
1025 West Johnson Street,
Madison, Wisconsin 53706

Dear Ms. Coyne:

As this school year comes to closure, I would like to take this opportunity and thank you for collaborating with us while we facilitated staff development opportunities for our bilingual/ESL educators and instructional assistants during the school year 1992-93.

The high quality training provided by the MRC field training specialists Cathy Reischl, Scott Jones, and Kris Sargeant has been very helpful in preparing our staff to meet the challenges we face as we strive to provide educational equity to LEP students.

Your staff members have been professional, informative, resourceful, collegial, practical, effective in activating prior knowledge, and dedicated to the goals of the Title VII projects. Our educators have benefited tremendously from the trainers' experiences and expertise.

On behalf of Dearborn Public Schools, the Bilingual Department, I extend my appreciation to you and your departmental staff for sharing your knowledge and time. I look forward to a continuous collaboration with the MRC as we finalize our 93-94 staff development plan.

Sincerely,

Shereen Arraf

Shereen Arraf, Ph.D.
Bilingual/Compensatory Education

cc. Dr. Miguel Ruiz
Cathy Reischl
Scott Jones
Kris Sargeant

18700 Audette
Dearborn, MI 48124-4295
Voice (313) 730-3028
Fax (313) 730-3041

Sioux City Community School District

CENTRAL CAMPUS
1121 Jackson Street
SIOUX CITY, IOWA 51105

CAROLINE DONAWAY
Transitional Bilingual Education/
English As A Second Language Coordinator

July 15, 1993

Minerva Coyne, Director
Multifunctional Resource Center
for Bilingual Education
University of Wisconsin - Madison
1025 West Johnson Street
Madison, WI 53706

Dear Minerva:

Thank you so much for changing the time and location of the fall MRC meeting. It's very difficult for me to get to Lansing; it takes numerous plane changes and a full day of travel. The Twin Cities are very accessible for me.

I really appreciate all the excellent inservice and consultation you have provided for us. Brenda Rodriguez did an excellent inservice on prejudice reduction . I hope she'll be able to come back. Scott Jones did a number of consultations and presentations during the two days he spent with us. Mary Diaz' visits have also been extremely productive. The evaluations and comments have been outstanding. Neysa Chaparro was also here for two days and left a very good impression.

A big thanks to you and your wonderful staff for all you do for us. I'm hoping to have lots of contact with all of you next school year.

Sincerely,

Caroline Donaway/gr

Caroline Donaway
Title VII Project Director

CD/gr

MILWAUKEE TEACHERS' EDUCATION ASSOCIATION
5130 W. VLIET STREET • MILWAUKEE, WISCONSIN 53208
TELEPHONE (414) 259-1990 • FAX (414) 259-7801

November 13, 1992

Mr. Scott Jones
University of Wisconsin-Madison
1025 West Johnson Street
Madison, WI 53706

Dear Mr. Jones:

On behalf of the Milwaukee Teachers' Education Association, I would like to express our thanks to you for presenting at the 1992 MTEA Convention.

The MTEA has received several positive comments on this year's convention sessions. Your willingness to share your time and expertise helped make the MTEA Convention professionally beneficial to our members.

In order to be reimbursed for your expenses, please complete and return the enclosed MTEA voucher. A return envelope is enclosed for your convenience. If you have any questions, please call Pat O'Mahar at the MTEA Building at 259-1990.

Your contribution to Milwaukee's educators at the Nineteenth Annual MTEA Convention is greatly appreciated.

Sincerely,

Michael Langyel
MTEA President

ML:KAL

Enclosures

Todd County Title VII Bilingual/Bicultural Project

Rosebud Elementary School
P.O.. Box 100
Rosebud, South Dakota 57570

Dorothy LeBeau
Project Director
(605) 747-2411

Memorandum

TO: Scott Jones, Training and Research Specialist

FROM: Dorothy LeBeau, Title VIIa Project Director, Todd County School District Dottie

RE: Workshop schedule

Mr. Jim Fenelon, recently presented three workshops for the Todd County School District relative to culture integration into the curriculum. Because of airplane flight scheduling problems, Jim did not present the workshop at the Todd County High School; however, we ran him from elementary school to elementary school until he dropped (not really). He was also kind enough to do a short presentation for a teacher training class at Sinte-Gleska University. We appreciate his sharing his knowledge relative to this topic. We also appreciate your part in arranging the staff exchange, Thank you.

We would like to follow-up with a fall workshop. In visiting with Jim, and Dennis, the best dates seem to be the week of the 4th through the 8th of September. We will probably be also looking at some follow-up time in the spring as well.

This would be a follow-up workshop relative to actually designing and implementing units that integrate culture (Lakota) into the curriculum. We will be involved in designing a culture-based model using Jim's Four Directions and Seven Ways of Pedagogy for curriculum development. We are very excited about this project as we believe the paradigm will shift from the western models of education to the Native American ways of learning. Nancy Keller, the Title VIIb, project director will add the secondary perspective, so that a more relevant, holistic model can be developed for all kids in the Todd County School District.

Thank you in being patient with me in getting these dates to you.

xc:
Dr. Richard Bordeaux
Jim Fenelon
Dennis Gaspar
Nancy Keller

MDE
MINNESOTA DEPARTMENT OF
EDUCATION

Capitol Square 550 Cedar Street
Saint Paul, Minnesota 55101 612/296-6104

November 18, 1992

Scott Jones
Multifunctional Resource Center
for Bilingual Education
University of Wisconsin-Madison
Wisconsin Center for Educational Research
1025 West Johnson Street
Madison, Wisconsin 53706

Dear Scott:

On behalf of the LEP Education Unit, I want to take this opportunity to thank you for your excellent presentation about Whole Language and the Language Experience approach on Friday, November 6, 1992, for our New Teacher Workshop. Your presentation was dynamite, you motivated and enlivened a group of very exhausted teachers at the tail end of a intense three-day workshop. I don't know anyone else who could have done that (well maybe Diaz). I appreciate your taking the time and effort to both prepare for and make the presentation for us. We have had very good feedback about the content of the conference, especially about the quality of the speakers. This is in part thanks to you and we very much appreciate your participation and interest.

Scott, when you finally get a chance to stay put for a few days, please send me copies of your evaluations. I'd like to summarize them and add them to my workshop information.

Thank you again.

Sincerely,

Karon Hergenhahn
LEP Education Unit

P.S. Thanks for your correspondences. They have been appreciated.

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